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ABSTRACT

This study in curriculum revision examined two problems: the possibility of using geography and history as integrating disciplines for K-12 social studies program; and, the ways a public college and school system might cooperatively bring about curriculum change. Other objectives included development of materials and implementation of the program. The methods involved the develcpment of two models: one for interaction of the Providence Public Schools and Rhode Island College to identify the various categories invclved in curriculum development together with the stages involved in the process; and, the other to develop curriculum guides and resource units from an analysis of the concept structure of the social sciences and of the broad aims set for the social studies program. Results, conclusions, and recommendations are also treated. Of the six conclusions, one stated that the program has adaptability tc another school system any place in the country and could be implemented within two calendar years. (Author/DJB)

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FINAL REPORT
Project No. 6-1195
Grant No. OEG-1-7-061195-0280 (010)

A STUDY OF A GEO-HISTORICAL STRUCTURE FOR A SOCIAL STUDIES CURRICULUM

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July 1970

U.S. DEPARTMENT OF
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PREFACE

From 1962 to the present, I have been directly involved in providing liaison between the Providence Public Schools and Rhode Island College in the development of the Providence Social Studies Curriculum Project. Two different stages of federal funding, 1964-65 and 1966-69, have made it possible for me to take an idea for one approach to social studies curriculum revision and to translate that idea into an actual, functioning reality. I have been unusually fortunate in being able to see this translation of an idea, namely that geography and history in the broadest sense could be used as integrating disciplines or vehicles, from the conceptual stage into operations in such a short time. In 1964, all the schools in Providence were still in the "old" social studies program where, in spite of a few notable exceptions, most social studies classes were centered on a single, basic text and on the almost complete direction of the teacher. By the 1969-70 school year, all pupils in all classes through ninth grade were engaged in the "new" social studies program with a profound change in the structure of the curriculum, in the kinds of materials available and being used, as well as in the ways in which teachers and youngsters functioned together in the classroom. Clearly, this research project has had an action dimension to it.

I would acknowledge here the unstinting support I have received on all sides, from colleagues at Rhode Island College, from administrators, teachers, and staff in the Providence Public Schools, and from various officials in the U.S. Office of Education. Yet, I would be remiss if I did not single out for special mention those persons who, as curriculum development assistants, carried the heaviest burden and who, thereby, made the greatest contributions: The late K. Claire King, Patricia Langevin, Marie Oatman, and Louis Simonini. Donald J. Driscoll, as assistant project director and, since September of 1969, as Supervisor of Social Studies for the Providence Public Schools clearly deserves more credit than any other single person for the speed with which the program has been successfully designed and implemented. His knowledge, skill, drive, insight, and determination have made the program succeed and have helped all of us to overcome numerous obstacles. I cannot give enough praise and credit to the project staff; each has been superb.

In addition, I would express appreciation to the various members of the administration at Rhode Island College who, although frequently not absolutely certain of what I was up to, nevertheless continued to have confidence in me and to provide needed support. The freedom I have had to move between the college and the school system has been essential to the whole program.

It is my hope that the research reported here, that the development of curriculum guides and resource units for an entire K-12 program, and that the experience gained in the implementation of this project may be a useful contribution to the revision of social studies curriculum in the country. If, indeed, my perception several years ago be correct, namely, that the central issue in social studies revision is a structural one, the project reported here is certainly one approach to answering the problem of structure. If nothing else, this project has evolved and used a model for school-college cooperation in which both sides have gained immensely.

Ridgway F. Shinn, Jr.
Project Director

July 1970

I

SUMMARY

Problem. This study was concerned with two central problems in social studies curriculum revision. The first was to examine the problem of structure, specifically the possibility of using geography and history as "integrating disciplines" for a K-12 program. The "integrating disciplines" would provide a core, a structure, or a vehicle around which to relate concepts, content, vocabulary, and certain aspects of method from anthropology, economics, geography, history, political science, and sociology. The second was to examine the various interrelationships necessary to bring about curriculum change, specifically the ways in which a public college and a public school system might function cooperatively in this process.

Scope. This study is based upon an initial pilot study undertaken in 1964-65 and reported as Cooperative-Research Project No. E-028. This study extended, in time, from the fall of 1966 through December of 1969 or about three and a quarter years. It encompassed all aspects of social studies curriculum from the development of general objectives or aims to the implementation process in all classrooms in the Providence Public Schools from kindergarten through ninth grade with material developed and in use, as well, in some sections of grades 10-12. This study, therefore, had a K-12 basis and a total curriculum development framework.

Objectives and Hypotheses. This project had five objectives:

1. To determine the validity of using geography and history as integrating disciplinesfor organizing social studies curriculum at all grade levels and for all abilities of pupils.
2. To develop materials and to evaluate student growth and progress.
3. To determine the frequency with which certain social science concepts are used and to determine the point at which youngsters, under this program, would have initial contact with specific social science concepts.
4. To determine the methods by which social studies curricularinnovation can be most effectively "spread" throughout an entire school system in a minimum of time.
5. To determine the ways in which a small college in a public city school system may work cooperatively to bring about curricular change.

In addition, the study rested upon five related hypotheses:

1. That it is possible to take geo-historical structure and use this as a consistent theoretical basis for a social studies curriculum from kindergarten through twelfth grade; that it is possible to design materials based upon this theory; that it is possible to measure student growth and progress within this framework.

2. That it is possible to design a model by which a large number of persons with varying specialties and varying roles could be effectively involved in curriculum development; that this model could be designed so that a small college in a public city school system would interact cooperatively to bring about curriculum change.

3. That it is possible to determine the frequency with which certain social science concepts are used and, then, to examine the points of possible initial introduction of central concepts to youngsters; that it would then be possible to plan instruction to insure maximum attention at that initial point in order to facilitate accurate concept development.

4. That a geo-historical structure could be designed to have sufficient flexibility to make it feasible to use curriculum ideas and materials from other studies without having to redraft the basic design.

5. That it is possible to design and carry out a strategy to provide for "spread" of curriculum innovations throughout an entire school system in a minimum period of time.

Methods. The methods involved the development of two models: one for interaction of the Providence Public Schools and Rhode Island College which identify the various categories of persons involved in curriculum development together with the stages involved in the process; the other model was designed to develop materials, specifically curriculum guides and resource units, from an analysis of the concept structure of the six disciplines and of the broad aims set for the social studies program. Since one aspect of the problem was to study the process of implementation, other methods were designed to develop awareness and readiness for change, to conduct in-service training programs, and to put the program into effect in every classroom. Two specific methods related to the problems of vocabulary development and of teaching strategies. The program was evaluated using three modes: (1) informal evidence based upon observation, anecdotal reports, evaluation sheets, conferences, open-ended pupil comments, and the like; (2) formal evidence, a contracted evaluation study to examine teacher perceptions of the program, pupil perceptions of the program, and the relationship

of observed classroom behaviors of both teachers and pupils to these perceptions; (3) academic content evidence, based upon using "outside evaluators", specialists in several fields to read and study the materials and to provide a critical evaluation of them.

Values. This study attempted to deal with the complex issue of values and value systems. The Project approached the matter of values in terms of information, primarily for pupils, of methodology and teaching strategies, and of personal assessment, primarily for teachers.

Results and Conclusions. In relation to the first hypotheses stated for the study, results supported the feasibility of using a geo-historical structure for a K-12 program, and of designing materials on this theoretical basis. The Project made no contribution to the problems of measuring student growth and progress along a conceptual structure basis. The study did support the second hypothesis and did demonstrate the utility of the model for college-school interaction for curriculum development. The study did find the frequency and distribution of use of social science concept statements. The study did demonstrate on an empirical basis that it had sufficient flexibility to use other curriculum ideas and materials without having to redraft the basic design. The study did fulfill the fifth hypothesis since the curricular innovations were designed and spread in a minimum of five years and, moreover, the study has identified ways to do this, for other school systems adopting this program, in two calendar years.

There were six conclusions reached from the study. (1) Most of the hypotheses were validated. (2) The need for extensive in-service training and for carefully designed systems of teacher support was fully demonstrated. (3) Two topics or themes were omitted as identified by "outside evaluators" - the psycho-social basis of human behavior and the varieties of deviant behavior. (4) There was no significant attack on the problems of pupil evaluation although some tentative approaches were identified. (5) The program has adaptability to another school system any place in the country and could be implemented within two calendar years. (6) There is need, within the program, for more systematic and explicit attention to the methods or workways or "ways of thinking" of each of the six disciplines.

Recommendations. On the basis of this study, ten recommendations are made: (1) That serious consideration be given to the complex

issues of pre-service and in-service for social studies teachers by some highly placed body such as a joint commission of the National Council for the Social Studies and the American Council of Learned Societies. (2) That Rhode Island College, and other comparable colleges in urban-metropolitan areas, accept a commitment to provide staff and budgetary support for a continuous program of in-service work for the Central City School System. (3) That school systems seriously interested in curriculum revision give high priority to developing a support system for classroom teachers. (4) That a major project be funded by the United States Office of Education or a foundation to work with Educational Testing Service to develop some approaches to pupil evaluations based on concept development. (5) That the Providence Public Schools seek a small research grant to study the applicability of this program to 4 year old children and also to pupils assigned to special education classes. (6) That the model of public school-college interaction be systematically continued through stage 10 of the model, that is, the stage of "continuous evaluating, rewriting, and changing within basic framework." (7) That the model of public school-college interaction be examined by the regional laboratories of the United States Office of Education with a view to determining its applicability to the central city school system in each of the 220 core cities of the standard metropolitan statisticalareas in the United States. (8) That the United States Office of Education encourage funding for calendar year-long social studies institutes designed on a school system-wide basis. (9) That the Providence Social Studies Curriculum Project be adapted to three other settings to study the process of adaptation: one central city school system other than in the northeast, one suburban school system, and one school system outside the United States in a country such as Australia, Japan, or New Zealand. (10) The Bureau of Research of the United States Office of Education give consideration to eliciting a proposal that would follow the design of the Providence Project but would use an anthropology-psychology-sociology integrating disciplines core.

II
INTRODUCTION

Problems and Hypotheses. This project was undertaken to examine two central problems in social studies curriculum revision. The first was to examine the problem of structure. In recent years there has been a substantial increase in research in social studies curriculum and, within the last year, the publishers have brought out new materials in great quantity. It becomes increasingly apparent that existing curricular structures are obsolete and that much of the information gleamed from research cannot be effectively used without a total restructuring of the curriculum. After the preliminary work was done in 1964-65 by the principal investigator (Cooperative Research Project No. E-028), this project was designed to continue the exploration of a consistent theoretical basis for a K-12 program in social studies.

A second problem was that of interrelationships to bring about curriculum change. The problem here is to devise a scheme that will effectively relate the various persons essential to curriculum development: persons from the various academic disciplines of the social sciences, from the public school classrooms, from public school supervisory and administrative positions, and from the curriculum theory area. Specifically, this project had five objectives:

1. To determine the validity of using Geography and History as integrating disciplines for organizing social studies curriculum at all grade levels and for all abilities of pupils.

2. To develop materials and to evaluate student growth and progress.

3. To determine the frequency with which certain social science concepts are used and to determine the point at which youngsters, under this program, would have initial contact with specific social science concepts.

4. To demonstrate the methods by which social studies curricular innovation can be most effectively "spread" throughout an entire school system in a minimum of time.

5. To demonstrate the ways in which a small college and a public city school system may work cooperatively to bring about curricular change. Certain hypotheses were implicit in the statement of those five objectives.

It may be useful to state five of the hypotheses that were examined in the course of this project:

1. That it is possible to take a geo-historical structure and use this as a consistent theoretical basis for a social studies curriculum from kindergarten through twelfth grade[1]; that it is possible to design materials based upon this theory; that it is possible to measure student growth and progress within this framework.

2. That it is possible to design a model by which a large number of persons with varying specialties and varying roles could be effectively involved in curriculum development; that this model could be designed so that a small college and a public city school system would interact cooperatively to bring about curriculum change.

3. That it is possible to determine the frequency with which certain social science concepts are used and, then, to examine the points of possible initial introduction of central concepts to youngsters; that it would then be possible to plan instruction to insure maximum attention at that initial point in order to facilitate accurate concept development.

4. That a geo-historical structure could be designed to have sufficient flexibility to make it feasible to use curriculum ideas and materials from other studies without having to redraft the basic design.

5. That it is possible to design and to carry out a strategy to provide for "spread" of curriculum innovations throughout an entire school system in a minimum period of time.

The Setting for the Study. Within the state, the largest school system is in Providence. The City of Providence is still the largest city with a present population of slightly over 200,000 persons. Providence is, moreover, the core city of a standard metropolitan statistical area of some 820,000 persons; this metropolitan region includes the capital city and portions of neighboring Massachusetts.

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[1]See article of Ridgway F. Shinn, Jr., "Geography and History as Integrating Disciplines," Social Education (November, 1964).

It lies in the northeastern corridor of megalopolis with Boston less than an hour and New York less than four hours. Roads, railroads, banks, news media, artistic events and endeavors, state business all reinforce the role of central city for Providence. This is one of the old cities of the northeast with a history going back to the early 17th century in the person of the "patron saint", Roger Williams, and with a highly independent tone. Providence is an educational center with five senior colleges or universities and as many junior colleges and specialized post high school training centers. In term, some 15,000 to 18,000 students are enrolled in these colleges. The city of Providence with 12,000 Negroes contains two-thirds of the Negro population of the state. Forty-five percent of the city's people lives in inner -city neighborhoods[2]. The city, in the 1960 census, had some pockets of very great wealth but more than a fifth of the family units had incomes below $3,000 per year and only 10% of the family units had more than $10,000 per year. Providence, like other old cities of the northeast, suffered a heavy out-migration right after the war with a loss of nearly 50,000 persons in the 1950-1960 decade.

All this means that Providence, in spite of an excellent, notable, and well-implemented plan for urban renewal[3], has problems of morale and of finance. Central cities have sustained rapid increase in the imbalance between daytime and nighttime population with increased demands for parking, police and fire services, transportation libraries and all the rest. But factories and business firms leave the central city because to modernize the old plant is simply uneconomic. Rising demands for services and a relatively slower growing tax base present the frame for the pinch Providence feels.

The Providence Public Schools are an arm of city government. School population parallels city population with the result that Providence has about 28,000 pupils enrolled, considerably fewer than the peak year of 1930 when 46,000 pupils were enrolled. Presently there are thirty-nine elementary school buildings, eight junior high schools with some becoming middle schools, and four senior high schools, in varying conditions all the way from splendid, new facilities opened in 1967 to four-room, frame, run-down structures built as long ago as the 1880's. The teaching staff numbers about 1200 and is represented for collective negotiation by a local chapter of the American Federation of Teachers.

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[2]Walter J. Blanchard, Inner City Providence: Implications for Education (Providence, Rhode Island: Providence Social Studies Curriculum Project, July, 1967).

[3]City Plan Commission, Downtown Providence, 1970 (Providence, Rhode Island: City of Providence, May, 1961) A detailed book about the Downtown Master Plan.

Another 150 persons serve as administrators and professional supportive personnel, while another 400 non-professionals provide support. The schools have recently been thoroughly surveyed by specialists from the senior colleges[4] in the city so that considerable data has been assembled and much evaluative material is readily available.

In the five and a half years from the initial stages of this project in June 1964 to the conclusion of this aspect in December 1969, the Providence Public Schools have been under extreme tension and the changes have come almost too quickly to list:

1. Retirement of a superintendent after a tenure of over a generation followed by a superintendent with a four-year tenure, followed by a series of acting superintendents and appointment of a new superintendent in July 1969.

2. Retirement of other top-level administrative personnel without replacement primarily because of cost.

3. Emergence and infusion of significant federal monies leading to the creation of an administrative apparatus to deal with various federal programs.

4. Assignment of the contract for Community Schools to the Providence Schools by the city Office of Economic Opportunity agency.

5. Continued relative decline in school monies spent for instructional materials as compared to salaries.

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[4]Cooperative Planning for Excellence Project (COPE); reports presented to the Providence School Department during 1966-67:

Brown University, A Plan for Re-Organization of Providence Schools;

Bryant College, Review of Business Management and Financial Reporting: Review of Business Education;

Providence College, Data Processing; Programs for Academically Talented in Science, Humanities, and Counselor Services;

Rhode Island College, Survey of Curriculum and Instruction in the Providence Public Schools;

Rhode Island School of Design, Survey and Recommendations: Physical Plant: Public Schools in the City of Providence.

6. Complete integration of all schools in the fall of 1967 with appropriate busing arrangements.

7. Development of a model elementary school in the Negro ghetto at the insistence of community pressure.

8. Introduction of a state-run school-wide lunch program.

9. A city council-school committee impasse leading to legislative enactment of a referendum to authorize the Mayor to appoint the school committee; voters approved this in August on 1968 and the Mayor made appointments subsequently.

10. Introduction of two middle schools in 1968, two more in 1969, and with various organizational patterns currently in use.

11. Introduction of some ninth grades into all of the senior high schools.

All this is the "real world" within which educational change must most definitely occur for central city school systems reflect and intensify all the pressures and ills of American society. These school systems also provide the most serious challenges to educators.

The other institution actively involved in this project with the Providence Public Schools has been Rhode Island College. This is the state-supported senior college in the Providence area.

Since 1964, Rhode Island College has undergone substantial change as well. It has experienced curricular change, administrative reorganization, and the evolution of new models of faculty governance. Rhode Island College has implemented fully the undergraduate curricular changes developed in 1962 which resulted in the College becoming a general-purpose College, rather than a single purpose one. In addition, there has been an expansion of graduate degree offerings in areas within the Master of Education and the Master of Arts in Teaching degrees as well as the addition of Master of Arts and Certificate of Advanced Graduate Studies programs. In the last five years, Rhode Island College has been led by three persons as President of the College.

The entire administrative apparatus was redesigned in 1965-66 to make the department the basic unit of organization. The institution has been governed by the Board of Trustees of State Colleges and becomes a direct responsibility under the Board of Regents as of July 1, 1970. The Faculty has increasingly been responsible for the operation of the College through the Council of Rhode Island College as well as through the developing academic departments. Since 1964, the faculty has increased by about one-third from 231 to 345 members.

For the period 1964-69, undergraduate enrollment increased by approximately one-third, from 1966 to 3209 students. The number of undergraduate transfer students nearly doubled during this period. In this same time, graduate enrollments have increased by approximately one-third, from 1832 to 2418. The number of graduate degrees awarded nearly doubled in these five years. More than a thousand students were working in twenty-eight different graduate areas in May of 1969.

This College has emerged in the last ten or twelve years as one of the strongest of the state colleges in New England. It numbers among its faculty distinguished scholars in many fields and an especially strong group of specialists in the various fields of education. It is in a central position of responsibility and opportunity to support change in education in the state.

The setting for the study includes the Providence Public schools, a central city school system which has been undergoing considerable change and Rhode Island College, a relatively small state-supported institution which has been in a condition of substantive growth and change. Clearly, each institution has its own problems, its own dynamics.

Definition of Terms Used. There are two sets of terms which had been used in this project. One set of terms has been used primarily in the theoretical statements; the other set of terms has been used mainly in the various resource units developed by the project.

1. SOME TERMS USED IN PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT THEORY STATEMENTS:

Concept Statements: Refers to the keyed statements about each of the social sciences; each statement presents a fundamental idea in the structure of the specific dicipline.

Content: Refers to information within a given discipline.

Generalization: A statement summarizing information and ideas developed in a segment of study; such a summary statement requires continued testing and modification on the basis of new or additional information.

Integrating Discipline: Draws upon concepts, content, method, and vocabulary from other and, usually, closely allied fields; a "vehicle of expression." This is a term extensively used in writing about this project. It suggests a viewpoint or a vehicle in which content, concepts, vocabulary, and some aspects of method can effectively be related and taught. In a very real sense, each of the academic disciplines within the social sciences is naturally integrated to some extent. Yet it has seemed that both the geographic viewpoint and the historical viewpoint provide maximum possibilities for performing an integrating function in the development of curriculum.

In its most fundamental sense, the geographic viewpoint as an integrating discipline provides for an examination of the interactions between man and land. Similarly, the historical viewpoint as an integrating discipline provides for an examination of the interactions among man and land and time. In order to provide adequate understanding of a particular spatial problem, then, content or concepts or vocabulary or some aspect of method may well need to be drawn from not only the academic discipline of geography but from history or economics or sociology or anthropology or political science as well.

Method: (1) Refers to the mode by which specialists in a given discipline work to obtain and validate evidence (Roy Price calls this "workways").
(2) Refers to classroom process or teaching strategies.

Social Sciences: Those bodies of knowledge, organized into disciplines with method and vocabulary, taught and studied primarily at the collegiate level; that is, anthropology, economics, geography, history, political science, sociology, and sometimes, social psychology.

Social Studies: Refers to the content selected from the social sciences to be taught at the elementary and secondary levels of schools.

2. SOME TERMS USED IN PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT RESOURCE UNITS:

Civilization: Refers to an identifiable segment of human activity in the dimension of length of time; each such segment, characterized at its core by a distinctive set of religious beliefs, has a particular arrangement of features which give it cohesion and a characteristic dimension (see Arnold Toynbee, A Study of History, Vol. I, Chapters 1 and 2).

Community[5]: Refers to the intentional association of persons to achieve common goals or common goals or common purposes.

Country (or State): Is an organized political entity functioning on the international scene and characterized by politically determined boundaires, independence, a relative degree of stability, and some acknowledged, authoritative governmental scheme.

Culture Region[5]:
(1) An areal pattern where certain cultural features result in a recognizable degree of cohesion; such features include: attitudes, objectives, technical skills, language and symbols, system of values, mode of living.
(2) System of classification of areas of human activity and occupance based upon cultural dominance.

Ethnic: Refers to the cultural grouping of persons, primarily with reference to language.

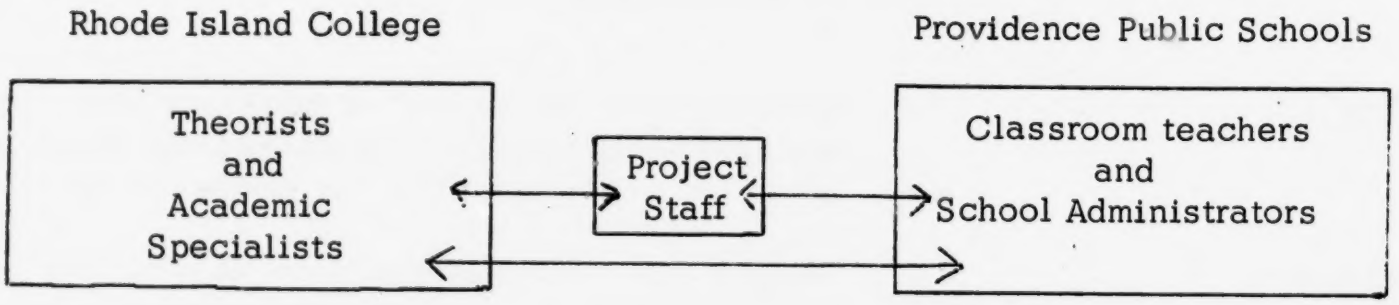
Family:	Is a primary social group organized and united by personal, intimate, and domestic ties.
Nation:	Refers to the cultural awareness of a group of persons possessing common language, common traditions and customs, common historic experiences; often this is expressed in programs seeking to have the national group acquire political status as a country of state with political boundaries coterminous with the location of the national group.
Neighborhood[5]:	Refers to a "place" sector of any populated area; people are within a neighborhood by the accident of residence or place of work.
Race[5]:	Refers to a division of mankind that possesses genetically transmissible traits such as color of skin or shape of skull.
Region:	Refers to an areal pattern which, for a given criterion or set of criteria, has sufficient commonality to provide a basis for analysis.

[5] More extended comment upon the use of these terms may be found on pp. 6-10 of each of the Curriculum Guides.

III
METHODS

A. Model for Interaction of the Providence Public Schools and Rhode Island College. In its simplest form, the model of interaction for the Providence Public schools and Rhode Island College involved the Project staff providing liaison between classroom teachers and public school personnel on the one hand, and the theorists and academic specialists at the College on the other hand. The Project staff also provided for organization of information and ideas that had come from both sides. This is represented in the following diagram:

Diagram 1
Interaction of Rhode Island College Personnel
and Providence Public School Personnel



The model that was actually used in this project was, however, substantially more complex. To build the model, the range of participants was identified and some estimate made of the role each set of persons might play. This resulted in identifying eight sets or classes of persons: Social Studies Curriculum Committee, Social Studies Curriculum Theorist, Academic Specialists, Project Staff, Learning Theorist, Classroom Teachers, School Principals, Superintendent and other administrators.

Then the stages involved in the process of curriculum development were defined. Initially there were six stages that were described as follows: Stage 1 - Preliminary Work and Plans, Stage 2 - Preparation of Initial Materials, Stage 3 - Initial Use in Classrooms, Stage 4 - Rewrite, Stage 5 - In-Service Training, Stage 6 - "Spread" Schedule. As the staff worked more carefully with the process of curriculum development, the stages became ten in number and a bit more precisely defined.

The sets of persons, the stages in the process, and the point of primary involvement by the persons in the stages may be seen in the following diagram:

Diagram 2

Process of Developing Program

Categories of Persons:	Primary Involvement in Stages #	Stages in Process:
Social Studies Curriculum Committee	1 2 6 10	1. Developing objectives
		2. Making a curricular design
Social Studies Curriculum Theorist	1 2 3 4 6 7 8 10	3. Selecting content, vocabulary.
		4. Organizing materials into draft units including specific suggestions for teaching methodology and learning experiences
Academic Specialists	3 6 7 8	
Project Staff	1 2 3 4 5 6 7 8 9 10	5. Using materials on a pilot basis
		6. Evaluating materials after pilot use
Learning Theorist	1 2 4 5 6	7. Rewriting and, if necessary, redesigning (stages 2-5)
Classroom teachers	5 6 7 8 9 10	8. Training teachers to "spread" materials to an entire grade level
School principals	5 6 9	9. Spreading materials
Superintendent and other administrators	1 5 9 10	10. Continuous evaluating, rewriting, and changing within basic framework

It may be useful to comment more particularly about the specific composition and the general role definition of each of the different sets of persons involved in the model.

Social Studies Curriculum Committee. The basic structure that has existed since 1962 is a system-wide, vertically organized social studies curriculum committee composed primarily of classroom teachers. This group has varied in size from 12 to 20 persons, with about half of the personnel serving continuously since 1964. This is a group which developed a set of goals during 1962-63, which designed a tentative scope and sequence, which requested Rhode Island College to become involved in the development process, and which has provided continuous direction, interpretation, and response as the project has proceeded. It should be noted that this was the first vertically organized curriculum committee in social studies in this state and the first of several vertically organized committees in Providence.

Social Studies Curriculum Theorist. The Project Director has filled this role. A series of articles comprise the basic theoretical statements which provided the framework for the project.[1] In addition, these ideas have been expanded and stated in various ways, especially during the stage of training teachers to participate in the "spread" of the curriculum.

The following are titles of some of the presentations made by the Project Director:

How Do You Look at the World?
Social Studies Learning Theory
Using Geography and History as Integrating Disciplines
The Challenge of the Classroom: Teaching Strategies
How and Why Do You Study a Total Civilization
Some Ideas for Approaches to the Study of the Negro in American Society
On the Future, on Categories, and on Assurances
Studying Culture Regions and Civilizations
Three Central Ideas: Neighborhood, Region, Civilization

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[1] Ridgway F. Shinn, Jr., "History--For What?" New England Social Studies Bulletin, fall, 1963.

_____, "Geography and History as Integrating Disciplines", Social Education, November, 1964.

_____, "An Argument for Social Studies", New England Social Studies Bulletin, fall, 1966.

_____, Abstract of paper presented at the National Council for Social Studies, November, 1968, "An Analysis of Curricular Change: The Providence Experience", Research in Education, August, 1969.

It should be noted that the Project Director played several concurrent roles during the course of the project. The primary role was as curriculum theorist, but in addition, the instructional role at the College involved work in the British Empire and the Commonwealth of Nations, while the administrative role at the College involved responsibility for all of the departments in the Arts and Sciences.

Academic Specialists. The basic team of six academic specialists consisted of regular teaching faculty members. These persons were all selected because of their competence in their discipline and their speciality. Each, as it turned out, was also interested in the implications of the discipline for elementary and secondary schools. One role of these specialists has been to provide continual correction to the ways in which content, vocabulary, and method have been used in developing curriculum guides and resource units. In the initial stages, each specialist assisted in developing a set of concept statements for each of the disciplines; these statements have undergone three different revisions and rewritings. In the process of developing resource units, staff members have consulted with the specialists about the ways in which content or vocabulary or concepts or method might be used. After materials have been pilot-tested and classroom teachers have provided criticism and suggestion about teachability, the curriculum development assistants then redrafted the units. Following this drafting, the academic specialists were asked to read the materials again for accuracy. One other key role has been to participate in the in-service workshops with classroom teachers.

In addition to the basic team of six persons, several other members of the history and social science faculty have been consulted or asked to read appropriate materials for the approach being used as well as for accuracy. In all, about fifteen different college faculty members were involved directly in the process.

The academic specialists were able to guide the staff and teachers to the Rhode Island College library where resources have been available to all persons working on the project. The curriculum development assistants, especially, have made substantial use of the library resources. Specialized collections in African, Muslim, and East Asian materials have been of particular help.

Further, some of these specialists instructed in courses relevant to the materials included in the guides. Work in East Asian or Muslim or Indian studies as well as work in Africa or Latin America has been readily available either on a credit or on audit basis, and this, of course, is in addition to the standard sort of work available in United States or European materials. Many teachers in Providence have attended college classes to strengthen their academic base.

Project Staff. An essential part of the structure has been a full-time staff, all of whom have been drawn from the teaching faculty of the Providence schools. In the first phase, during the summer of 1964, a group of twelve teachers worked intensively and gave form and shape to the general theory and the general ideas. During 1964-65, three of that group remained to comprise the staff. In the present phase, a different staff was assembled in the fall of 1966. Five other persons were invited to leave classrooms or assignments and join the project. The staff provided for continuous dialogue, for group planning and evaluation, for cross fertilization of ideas, and for the continuous development of strategy. Competent professionals and knowledgeable in the art of teaching, the staff has provided constant evidence of the capacity of classroom teachers to grow and develop into curriculum specialists given the time, opportunity, direction, and support. From the fall of 1966 to June of 1969, the staff provided for specialists in primary, intermediate, middle or junior high, and senior high school levels. From June through December of 1969, two different persons were added as primary and intermediate grade specialists. The Assistant Project Director, who has been responsible for the day-to-day operation of the project, had been a classroom teacher and an assistant principal at both junior and senior high school levels. He, therefore, knew key persons in the schools as well as the actual operation of the school system. Beyond this practical base of experience, he was engaged in doctoral studies at Boston University School of Education.

Learning Theorist. The role of learning theorist was to provide input into the process of designing teaching strategies. Several different persons served in this capacity. For some aspects, the full-time project staff and the project director fulfilled this role. Among the group of teachers who served in the initial phase, during the summer of 1964, there were three persons who had just completed an intensive year's training in learning theory. They drew upon that experience to contribute to the planning and drafting stages.

Classroom Teachers. From the beginning, classroom teachers have been considered central to the development of the project. They have filled many different roles, but the most important one was to provide the necessary expertise about teaching and teachability to all stages of the process. It has already been noted that the project staff consisted of persons who had been successful classroom teachers. A sampling of classrooms were used in the pilot stage for each grade level in each resource unit. Teachers handling pilot materials were involved in recommending revisions of the materials in terms of content, teaching strategies, and the general approach used. Many who served as pilot teachers were actually used in rewriting the materials. Beyond this, all teachers in the system handling social studies were involved in training for spreading the materials and in actually putting them to use in classrooms.

Especially in the "spread" stage, the project staff held area or building conferences for teachers working at a given grade level. These voluntary sessions drew considerable response and, as always, teachers by talking over problems and issues found some solutions as they shared approaches and experiences.

It should be noted, as well, that the project staff made every effort to continue to be viewed as teachers. The staff was housed in the basement of one of the older elementary school buildings. The quarters, austerity-model, were adjacent to a corridor leading to the gymnasium. A continuous flow of traffic with youngsters and teachers looking in the open door to see what was going on provided a daily, visible, and aural reminder that the project was for children! The staff responded to any teacher who requested help, interpretation, or demonstration. This response helped to maintain the staff's role as teachers.

School Principals, Superintendent, and Other Administrators. As the project developed, every effort was made to use existing administrative channels and normal structures. This meant that the Director of Curriculum Research, the assistant superintendents, principals, guidance personnel, and successive superintendents were all informed and involved in the process. The role of the superintendent has been critical. The degree to which the project could be spread through the schools rested upon the appropriation of local monies, not federal. Opportunities were given for presentation, interpretation, and feedback for meetings of elementary principals, or secondary principals, or school librarians. In addition, an effort was made to inform the successive school committees about the nature and the scope of the project.

B. Model for Development of Materials. An integral part of the model for interaction between Rhode Island College and the Providence Public Schools was the identification of the stages in the process of developing materials. Ten stages were identified as indicated in Diagram 2 above. It may be useful to comment briefly on the process followed in each of the stages.

In stage one, developing objectives, the Social Studies Curriculum Committee caried the major share of responsibility. The objectives stated on page 11 of the curriculum guides were the result of a year's work by the committee. It drew from various sources but especially from the work undertaken in 1961-62 by the Rhode Island Social Studies Association[2] as well as the early drafts of Dorothy Fraser and Samuel McCutcheon, Social Studies in Transition: Guidelines for Change (Curriculum Series No. 12, National Council for the Social Studies, 1966). Other projects that were in process were contacted

[2]See Report from Conference on Social Studies, June, 1962, Providence, Rhode Island: Rhode Island College, October, 1962.

to determine something of the goals that they were pursuing. The process of developing objectives or aims was planned to give an over-all basis to the curricular program.

In stages two, three, and four, that is, making a curriculum design, selecting content and vocabulary, and organizing draft units, the chief responsibility rested initially with the Social Studies Curriculum Committee. Its work was to sketch a broad scope and sequence of topics. Then, the project staff and the theorists extended the design from simply a listing of topics into a more detailed plan that would result in the development of grade level resource units consistent with the broad objectives. The design called for an analysis of each of the six disciplines to derive a set of concept statements, for setting grade-level goals or aims derived from the broad aims, for selection of content, vocabulary, and teaching activities to fulfill the aims, and for evaluative techniques to determine whether or not the aims had been met. Central in this design was the attempt to use the concept statements of the disciplines in conjunction with the stated aims as the two bases to guide selection of specific content. It was the hope of the project staff that this approach would lead to greater development of understanding of central social science concepts by youngsters.

In the fifth and sixth steps, the plan called for use and evaluation of materials on a pilot basis. On the basis of the initial study for the broad design undertaken in 1964-65 (E-028), it seemed inadvisable to structure paired groupings for the pilot stage. Rather, it seemed wiser to give some attention to identifying key teachers and schools where the materials would get the best tryout, where the feedback would be strongest, and where successful use would have the greatest positive impact in making general implementation go most smoothly. In the pilot stages, teachers were asked to write comments in all the materials, to provide informal feedback at regular intervals both in writing and in small group conferences, and to participate in recasting the materials. It should be noted that, as materials were used on a pilot basis and classroom teachers responded to the general approach and teaching strategies, the academic specialists were asked to read all the materials in terms of their academic accuracy and legitimacy. Thus, the pilot and evaluative stages attempted to check the general approach, the teachability of materials, and the academic accuracy of the materials. On the basis of use and evaluation, all materials then went into stage seven, namely, a rewriting process and, for some units, a redesigning of the approach.

In the eighth step, teachers were oriented to the new approach prior to spreading materials by grade levels. This process is described in detail under section D below.

In the ninth stage (see section F below), materials were spread into all classrooms by grade level. The plan was to cycle into the program as quickly

as possible. Since the initial study in 1964-65 had been done in grades 4, 6, and 8, these were the first grades to have materials spread by grade level. The table below indicates the academic year in which the program was spread to all classes by grade level:

K	1968-69
1	1968-69
2	1969-70
3	1969-70
4	1967-68
5	1968-69
6	1967-68
7	1968-69
8	1967-68
9	1968-69
10	available 1969-70
11	available 1969-70
12	available 1969-70

It should be noted that full implementation in grades 10 and 11 was not carried out even though materials were readily available. To have required this for all youngsters in those grades would have resulted in an extension of the high school day and, thus, in a sharp rise in costs. This seemed unfeasible and unrealistic at this point. Rather, the materials are available and are used with some students for the two-year program.

The final stage, stage 10, has occurred during 1969-70 under the auspices of the Providence School Department as certain primary grade resource units have been reworked. It is the intent of the project staff that all materials remain in mimeograph form in order to facilitate the process of continuous revision, rewriting, and modification.

In addition to the ten steps as described above, the project staff has seen the development of materials as involving great flexibility. Building groups or grade-level groups have been encouraged to modify and adapt the program, within the broad framework, to the particular needs of a given school or of a given pupil population. Beyond this, the materials, as designed, are sufficiently flexible that each teacher and each group of youngsters can work to develop more specific, more applicable goals and appropriate approaches for a given group.

It should be noted that the materials were designed so that another school system could start with the fifth stage, that is pilot use, and then continue through the rest of the stages. A public school system wishing to use the materials, in short, need not start with all of the essential preliminary work. It is possible to take the materials at the pilot stage and use them in a given school system, evaluate them and adapt them to the needs of that particular situation.

C. Strategy for Awareness. In-depth curriculum revision of the type embarked upon by the major projects during the 1960's has had minimal impact upon a system or systems unless the project devoted a major portion of its energies to developing among the constiuencies related to the program an awareness of the need to make far reaching and fundamental changes in the content, teaching-learning stituations, and materials to be utilized. The Providence Social Studies Curriculum Project, because of the nature of one of its primary objectives - the implementation of a program in an urban school system, devoted considerable amounts of time and attention to this problem. As a result, one aspect of method was to design a strategy for developing awareness and, it was hoped, receptivity to change.

The design employed was to recognize that we would be operating with different reference groups, utilizing differing modes of operation, and dealing with differing sets of data at all times. The recognition was followed by a constant awareness on the part of the change agents, that is, the staff, that this mix must never be lost sight of as we progressed in the development of the program.

The reference groups with which the staff worked with community, including students and professional. Purposes, strategies, and ideas had to be explained and developed with both of these groups. The difficulty in this is that within these groups, persons were at different points of personal development and that between the groups the vocabulary and readiness was markedly different.

In terms of mode of operation (typology), the staff employed both formal and informal techniques. The requirements of decision-making and awareness dictated that both forms operate simultaneously.

While dealing with two reference groups within both formal and informal modes there was the third item of program awareness; that is, the need to examine critically the "old" program with its philosophy, methods, and content and the need to develop, test, and implement the "new" program.

In order to develop an explanation of the method employed by the project, we would offer an analysis of these dimensions mentioned above at work within the frame of reference of community and professional categories.

Community. The Providence Social Studies Curriculum Project embarked upon an informational dimension to its work with the community. A decision was made in 1963-64 by the Social Studies Curriculum Committee that every media would be employed to develop within the community an awareness as to the philosophy and direction of the proposals while they were being developed.

This was prompted by noting that, as a whole, the community was not involved or informed concerning the K-12 social studies program in its schools. There had been criticism of the spotty and ineffective nature of programs in the schools. During the course of this project, 1964-1969, however, the problem switched in the focus of awareness. The community the vocal part, ran faster with its perception of schools' inadequacies than segments of the professional staff. This watershed period, for Providence, was the year 1967-68, and was in large measure sparked by the movement for "Black History" which is the terminology most easily recognized for a social studies course which deals with realities, social problems, a world view, independent and small group studies and a methodology which goes beyond homogenized, pre-digested text-book, rote learning.

When the crises came, the Providence Social Studies Curriculum Project was pilot-testing the materials in the schools and the existence of the project answered, in part, the criticism of the community. The many teachers taking part at that time were the "aware" professionals. The success of their pilot-testing materials and the acceptance by other professionals of their work provided a thrust for implementation which cannot be measured but is no less real. Pockets of professional resistance continued to exist and still continue, but they are being minimized as pupils having more and more experience with the "new" social studies program progress through the grades. Teacher resistance increases as one progresses through the grades and finds its peak level at the high school (9-12) level. In the Providence experience, however, we find that agitation from students and parents still continues at a high level for those grades. As a result, tension between the professional and the community is greatest in the high schools. This phenomenon, however, is not relegated only to social studies, but permeates the entire system.

Informal community contacts were carried out through the mass-media primarily by radio, newspaper, and television. As noteworthy activities developed in the school situation; that is, social studies "fairs", gaming, or city-planning, media outlets were alerted. The newspapers responded most favorably and covered the development of the project from its inception, publishing two extensive articles on the philosophy and content of the program and covering special events in classrooms and schools as they occurred. Several spots on television news shows were effective. A radio "talk-interview" show provided further coverage within this frame of reference.

There is no way to measure the impact made by the informal contacts of teachers who were involved in any phase of curriculum revision. The number of persons who have been involved in Providence Social Studies Curriculum Project has been large at both the college and local school department level.

Unstructured feedback indicates that as persons have worked their way through the project, they have become positive salesmen for the further development of the project. This is not to say that all agreed with all decisions, but rather that an atmosphere of openness was created which developed in people an understanding that the program was open-ended and quite capable of making changes and adjustments as it progressed.

Formal community contacts provided the project with a systematic method of re-inforcing its ideas over a long period of time. The project was involved in providing programs for 90% of the PTA units in the city--many, more than one time. Positive response from those who were already aware re-inforced the staff's activities with persons coming in contact with the program for the first time. These programs also provided the project personnel an opportunity to deal with those questions posed by parents who were uncertain about the program their children were provided with in the school setting. Often parents reflected uncertainty and "fear"; that is, "What is he learning?" "That is not what I had in school?" "There should be more American History in the schools!" and the like. Project staff found that dealing with these items openly in an honest and straightforward manner brought positive response from the parents. This was particularly true in the area of less American content and including more non-Western study.

The project also provided programs for those civic groups which requested such a program. Groups who had an educational interest were given information concerning the availability of a program. As a result several groups contacted the project and were provided a program; i.e., Educational Committee of the Chamber of Commerce, (2) Lions Clubs, and the Professional Women's Club.

The project staff also identified community "activists" on an individual basis and sought out opportunities to explain the project to them. The process of curriculum change requires a great deal of support. The investigators have no way of measuring the impact of this phase of the project. It was, however, a conscious decision which was reached early in the project and was accomplished through direct contact within other group structures. There is also no way to measure the informal aspects of this, when, in response to challenge from an "activist", other Providence School Department and Rhode Island College personnel would cite the work in the project as evidence of movement in the curricular area. Informal "feedback" from other professionals indicates that this was a powerful force in adjudicating tense situations in the management of the schools.

Professional. The professional work involved the use of formal and informal modes side-by-side. An aspect of the informal mode was the stationing of the project office within the physical setting of the school system. All teaching-school operations were conducted in the school system with fiscal charges

made against the system and later reimbursed by the project through the college. This was crucial to the success of the project. A conscious effort was made to connect the college and the school system, but in a mode that would not appear as if this were another "university" idea being superimposed upon the professional staff.

The use of college personnel was focused upon training of and working with teachers and other school department employees. For the most part the physical setting of activities was maintained within the schools.

All of the preparation of materials was done by professionals from the staff with advice and in-put from the academic specialists at planned points and also on a request basis. The academic specialists at the college level played a supportive role to the classroom teacher. From this physical and human relationship which was essentially based in the school system, we believe much of the high level of acceptance by teachers was derived. As one strength of our evaluation indicates--teacher acceptance of a change--(See Appendix attachment, Evaluation Report) this appears to be supportable by evidence.

The formal structures within the school department were "classic" in terms of curriculum design.

1. System-wide Curriculum Steering Committee: This committee received reports and endorsed broad recommendations from specific subject areas, indluding Social Studies.

2. Social Studies Committee, K-12. This committee was responsible for the on-going social studies program. From its inception in 1962 it has met continuously. It was this committee which contacted the Director of the Project and sought his help in curriculum revision. From this initial contact all other work has developed. The Supervisor of Social Studies chairs this committee and operated as Assistant Project Director. This committee will continue to operate in the City of Providence with Dr. Shinn as its consultant. The express purpose of this committee will be to assist the supervisor of social studies in the further development of the social studies program, K-12, particularly as it applies to developing at each school level a more precise set of goals including, when appropriate, behavioral objectives which will operate within the broad framework which the Providence Social Studies Curriculum Project has provided for the entire system.

3. The Superintendent and School Committee were involved from the inception. Support from both was more than adequate. Reports were given periodically and financial support was voted without question. After each pilot program was evaluated, requests were made for implementation. These funds were voted (See Section III, F Implementation Process for details).

4. Principals. Lines of communication to principals of elementary and secondary schools were established through regular meetings with them, through clearly defining the process employed, through disseminating the pilot-study results, and through working out with them the strategies for in-service and implementation.

5. Other School Administrators. Lines of communication to other areas of the school department (academic areas, special education, etc..) were established through the Office of Curriculum Research. Inputs from other areas were welcomed. Because of a lack of finances not as much correlating work as possible was done, but the art program, for example, contributed much of its own energy as did science and reading.

6. Teachers. Lines of communication with the teachers were established through the Social Studies Committee, K-12, and the principals but primarily through two other avenues:

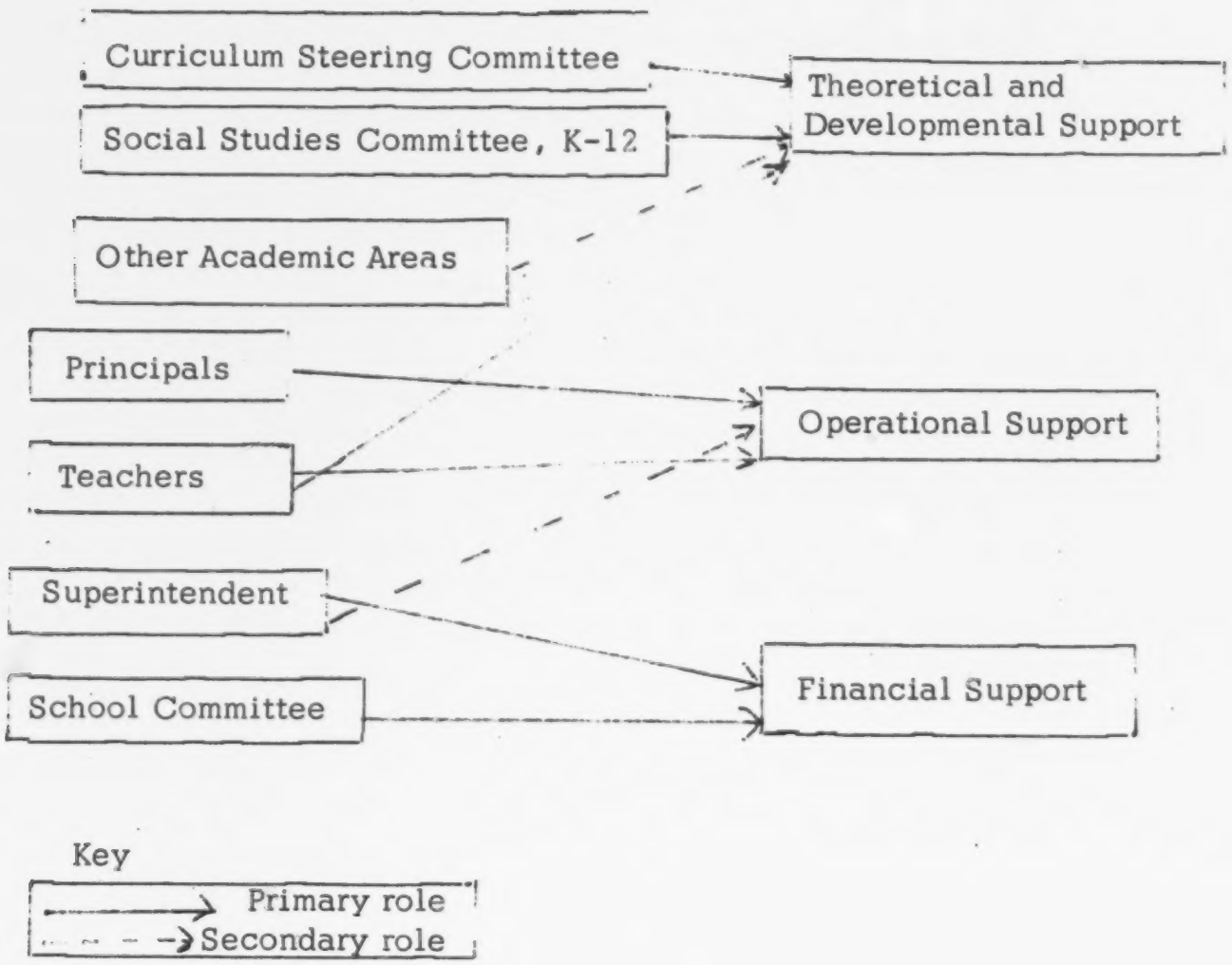
a.) The personnel working directly on the project; that is, full and part-time curriculum development assistants and teachers conducting pilot classes (See Section III, D: In-Service Training)

b.) In-Service Workshops (See Section III, D: In-Service Training)

The awareness for change was built on the base of teachers who became directly involved in the project and were part of the staff. The in-service was built around the realization that there were different levels of readiness for teachers and so it was designed to provide an introduction to the program with follow-up sessions to receive positive and negative feedback as well as newly created inputs from an expanded number of teachers working with the materials.

In dealing with awareness in the professional dimension, these groups are needed for various types of support for curriculum change. Each, however, plays a secondary role in the primary areas of the others and it is difficult to separate the overlay. Primarily, however, we perceive the principal role as follows:

Diagram 3
Strategy for Awareness



D. In-Service Training. The in-service component for any curriculum changes cannot be minimized. For the Providence Social Studies Curriculum Project it was a crucial element in the light of two of the express purposes of this curriculum project; that is, (1) to investigate the methods by which social studies curricular innovations can be most effectively "spread" throughout an entire school system in a minimum of time, and (2) to demonstrate the ways in which a small college and a public school system may work cooperatively to bring about curricular change.

With the second phase of the Providence Social Studies Curriculum Project (1966-1969), funds were not provided for in-service. Experience in the pilot study (1964-5) indicated that without this important in-put, teacher use of the materials would be limited. The staff early made a decision that this activity would be conducted but that the problems would be of broad scope since finances would be limited. The staff recognized that any in-service, with or without finances, is limited in scope by its very nature in that the "new" social studies demands a rethinking of much learned behavior for all teachers, the young and the old. It was recognized that the in-service would provide only an introduction to the "new" social studies and that a continuing support and in-service system would need to be established.

The staff determined the following as its in-service goals:

(1) Structure:

(a) teachers would be involved across grade lines - K-12

(b) the experiences would be structured using the methods advocated by the program itself; that is, problem identification, data collection and synthesis/speculation

(c) pre-school, intensive work (August) followed by in-school workshop sessions during the school year

(2) Content:

(a) an examination of the school/community population of the City of Providence

(b) an examination of learning theory underlying the Providence Social Studies Curriculum Project

(c) an examination of the social studies theory underlying Providence Social Studies Curriculum Project

(d) exposure to the particular grade level content and methods proposed by Providence Social Studies Curriculum Project

(e) controlled experience with grade level material to be taught

(f) evaluation and feedback on the experience through

1) informal meetings with the staff during in-school hours

2) formal after school in-service with the staff on an organized basis

The need to support this program financially was met by Title III ESEA (1965). In order to fund the in-service the Providence School Department submitted a Title III proposal on January 15, 1967 for 30 hours of in-service for all social studies teachers in the Providence School Department. The proposal was based upon the criteria listed above and was to take place in three distinct phases as the program of Providence Social Studies Curriculum Project was ready for city-wide implementation.

In August of each year the teachers to be involved in the implementation for that school year would be invited to attend the in-service workshop. After the first year new teachers were structured in for a continuing process. To illustrate in the following table:

Year	Grades to be implemented	Social Studies Teachers In-Service
1967-8	4, 6, 8	4, 6, 8
1968-9	K, 1, 7, 9	K, 1, 5, secondary teachers 7-12 and new teachers 4 and 6.
1969-70	2, 3, 10-11	2, 3, and new teachers in all other grades K-12.

This Title III project entitled Bridging the Gap-Social Studies Project No. 67-03581-0 terminated June 30, 1970 and a full report will be available in ERIC after that time. The three year span of time provided Providence Social Studies Curriculum Project with the opportunity to redesign and rearrange the components experimentally based upon the evaluation of the teachers themselves.

The purposes of the in-service as set forth above were documented as desirable with one exception by the teachers in each session. The criticisms

were in the area of the order presented and in the area of emphasis. Each year as a result the staff placed the order in a slightly different manner and as the project closed the staff was providing more opportunity and time for teachers to work through the grade level materials in like-grade small groups. The teachers definitely expressed two dislikes:

(1) too much emphasis on learning theory and social studies theory

(2) too little opportunity to work with persons in their own grade level.

The staff, however, persevered and essentially the program did not change in its emphasis on theory. For the introduction and theory phases of the program, teachers were still grouped across grade lines K-12, since it was felt that articulation was an absolute necessity. An additional four hours of grade level experience was provided, however, in recognition of the natural apprehension in dealing with new theory and new materials.

The following programs are submitted as an indication of the variations attempted:

August, 1967
PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

Workshop In Social Studies
Program

Title III, ESEA

Monday - August 28	Mann Hall - R.I.C.
8:30 - 9:00	Registration and Coffee
9:00 - 9:10	Introduction....Mr. Driscoll Dr. O'Connor
9:15 -10:15	A World View...Dr. Shinn for the United States and Providence
10:30 -12:00	Group Discussions....Staff "The Socio-Economic Structure of Providence" Community persons will act as resource persons for a free-wheeling discussion.
1:00 - 2:00	Social Studies Learning...Dr. Shinn Theory - The Providence Social Studies Curriculum Project.
2:00 - 3:00	Group Discussions....Staff Learning Theory
Tuesday - August 29	Mann Hall - R.I.C.
9:00 - 9:40	Recorders will report for groups - "Learning Theory"
9:40 -12:00	Small groups will meet with the following persons:

Dr. Lawrence Lindquist ..... Anthropology
Dr. Kenneth Lundberg..... Economics
Miss Marion Wright ..... Geography
Mr. John Browning ..... History
Dr. Victor Profughi ..... Political Science
Dr. Sarah Curwood ..... Sociology

They will answer questions pertaining to the concepts and generalizations for their particular discipline. From your readings, we hope you have many questions.

Wednesday - August 30 Mann Hall - R.I.C.
9:00

Teachers of Kindergarten and Grade 1 will meet at the Veazie Street School with Miss Claire King at 9:00.

All others will remain in the same groups as Tuesday and will be assigned rooms. Discussion will cover the methodology of social studies instruction.

Thursday - August 31 Veazie Street School--Auditorium
9:00

Teachers will work with the staff in rooms equipped with the new texts, audio-visual material, etc. At this time, the resource units for the year will be distributed, explained, and worked through.

Friday - September 1
9:00

9:00 -10:00	Geography and History...Dr. Shinn as Integrating Disciplines.
10:00 -11:00	Grade Level Reactions...Staff
11:00 -11:30	"Support and Feedback"..Mr. Driscoll
11:30 -12:00	The Challenge.....Dr. Shinn

Work Shop Staff
Providence Social Studies Curriculum Project

Dr. Ridgway F. Shinn, Jr.	Project Director
Mr. Donald J. Driscoll	Assistant Project Director
Miss Patricia Houlihan	Curriculum Assistant - Intermediate
Miss K. Claire King	Curriculum Assistant - Primary
Miss Marie E. Oatman	Curriculum Assistant - Intermediate
Miss Patricia Spinella	Curriculum Assistant - Junior High
Mr. Louis F. Simonini	Curriculum Assistant - Senior High

Consultants to the Project

Mr. Walter Blanchard	RIC - Henry Barnard School
Mr. John Browning	RIC - History
Dr. Sarah Curwood	RIC - Sociology
Miss Carol Horrocks	Providence School Department - Art
Dr. Lawrence Lindquist	RIC - Anthropology
Dr. Kenneth V. Lundberg	RIC - Economics
Dr. Victor Profughi	RIC - Political Science
Miss Marion I. Wright	RIC - Geography

Notes:

Parking:
1. R.I.C.. - lot near Walsh Gym
2. Veazie Street School - lot rear of school - nearby streets

Lunch:
Daily 12:00 - 1:00 on your own (the College Snack Bar will be open in the Student Center)

August, 1968
PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

Workshop In Social Studies
Program
Title III, ESEA

Monday - August 26	Mann Hall - R.I.C.
8:30 - 9:00	Registration
9:00 - 9:10	Introduction . . . . . Mr. Driscoll
9:15 -10:15	A World View for the United States and Providence. . . . . Dr. Shinn
10:30 -11:00	American Cultural Variations . . . . . Dr. Sarah Curwood
11:00 -12:30	Community persons will act as resource persons for a free-wheeling discussion of the topic above.
1:30 - 3:00	Social Studies Learning Panel . . . . . Dr. Shinn-Moderator Theory - The Providence Social Studies Curriculum Project
Tuesday - August 27	Mann Hall - R.I.C.
9:00 -12:15 1:15 - 3:00	Small groups will meet with the following persons:

Dr. Lawrence Lindquist . . . . . Anthropology
Dr. Kenneth Lundberg . . . . . Economics
Miss Marion Wright . . . . . Geography
Mr. John Browning . . . . . History
Dr. Victor Profughi . . . . . Political Science
Dr. Sarah Curwood . . . . . Sociology

They will answer questions pertaining to the concepts and generalizations for their particular discipline. From your readings, we hope you have many questions.

Wednesday - August 28

Teachers of Kindergarten and Grade 1, 2 and 3 will meet at the Martin Luther King School with Miss Claire King at 9:00.

Teachers of Grades 4 through 12 will meet in Mann Hall - R.I.C. and will remain in the same groups as Tuesday and will be assigned rooms. Discussion will cover the process

Thursday - August 29

Teachers of Grades 4, 5, 6, 7, 8 - Nathanael Greene Middle School.

Teachers of Grades 9, 10, 11 and 12 - Mt. Pleasant High School

Teachers will work with the staff in rooms equipped with the new texts, audio-visual material, etc.

Teachers of Grades 4 through 12 will be offered the 5th day of the workshop during the school year. This will allow for follow up, etc.

Work Shop Staff

Providence Social Studies Curriculum Project

Dr. Ridgway F. Shinn, Jr.	Project Director
Mr. Donald J. Driscoll	Assistant Project Director
Miss K. Claire King	Curriculum Assistant - Primary
Miss Marie E. Oatman	Curriculum Assistant - Intermediate
Mrs. Patricia Langevin	Curriculum Assistant - Junior High
Mr. Louis F. Simonini	Curriculum Assistant - Senior High

Consultants to the Project

Mr. Walter Blanchard	RIC - Henry Barnard School
Mr. John Browning	RIC - History
Dr. Sarah Curwood	RIC - Sociology
Miss Marion Wright	RIC - Geography
Dr. Lawrence Lindquist	RIC - Anthropology
Dr. Kenneth V. Lundberg	RIC - Economics
Dr. Victor Profughi	RIC - Political Science

Notes:

Parking: RIC - lot near Walsh Gym

Lunch: Daily as scheduled on your own (the College Snack Bar will be open in the Student Center)

August, 1969

PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

Workshop In Social Studies
Program
Title III, ESEA

Monday - August 25	Mann Hall - R.I.C.
8:30 - 9:00	Registration
9:00 - 9:10	Introduction . . . . . Mr. Driscoll
9:15 -10:00	A World View for the United States and Providence . . . . . Dr. Shinn
10:00 -10:30	American Cultural Variations . . . . . Dr. Sarah Curwood
10:45 -12:15	Community persons will act as resources for a free-wheeling discussion of the topic above.
1:15 - 3:00	Primary Teachers (K-3) Concepts in Economics. . .Dr. Curwood and Sociology . . . . . Dr. Lundberg Intermediate and Secondary Teachers (4-12) Ideas behind PSSCP: Theory Neighborhood Regions Civilizations . . . . . Dr. Shinn

Tuesday - August 26 — Mann Hall R.I.C.

9:00 - 9:45 — Perspectives from the Social Science Disciplines . . . . . Dr. Shinn, Moderator

Anthropology . . . . . Miss Barnes
Economics . . . . . Dr. Lundberg
Geography . . . . . Miss Wright
History . . . . . Dr. Browning
Political Science . . . . . Dr. Profughi
Sociology . . . . . Dr. Curwood

Primary Teachers (K-3)		Intermediate and Secondary (4-12)	
10:00 - 11:00	Concepts in Geography and Political Science Miss Wright Dr. Profughi	10:00 - 11:15	Concepts in Economics and Sociology Dr. Curwood Dr. Lundberg
11:00 - 12:00	Concepts in Anthropology and History Miss Barnes Dr. Browning	11:15 - 12:30	Concepts in Geography and Political Science Miss Wright Dr. Profughi
1:15 - 3:00	Ideas behind PSSCP Theory Neighborhood Regions Civilization	1:45 - 3:00	Concepts in Anthropology and History Miss Barnes Dr. Browning

Wednesday - August 27 9:00 - 3:00

Primary Teachers - Martin Luther King School

Intermediate and Secondary Teachers - Nathanael Greene Middle School

This day will be spent working in grade level groups in the laboratories, demonstration lessons, small group sessions, and working our way through the units.

Note:

Parking: RIC - lot near Walsh Gym

Lunch: Daily as scheduled on your own (the College Snack Bar will be open in the Student Center)

The first year, 1967, the time left for school year meetings was minimal - 2 hours per participant. As a result of our experience and teacher opinion, in the second and third years the time was increased to six hours for "feedback" sessions during the school year with the project staff.

In terms of attendance, approximately 75% of the social studies teachers participated in the program. The project served, however, many more since the turnover in teachers in Providence is approximately 18-20% per year. The City of Providence employes on the average 500 elementary teachers (K-6) all of whom teach social studies and 90 secondary teachers (7-12) of social studies. Because of turnover and unknown retirements as of June, 1970 there is no way to pin-point the exact status of training in terms of specific numbers.

The other dimension of in-service not explored above was the daily support given by the project staff to the teachers in the classrooms as the project was implemented throughout the grades. During the first nine months of operation (December, 1966 to September, 1967) almost all the staff time was devoted to in-office writing and materials preparation. During the final school year (1968-69), the staff was spending 60-70% of its time in the field working with teachers through problems of instruction. At times there was not enough time in the day to manage the work that had to be done. The most time-consuming of these tasks were consultation and teaching demonstration lessons to established teachers who had not attended the in-service program as well as providing initial support to substitutes and new teachers who joined the system after the year had commenced.

E. Evaluation System. In the grant proposal submitted in August, 1965 as revised in April of 1966, the following comments were made about evaluation:

> Evaluation through face validity techniques has much merit in a development and demonstration program. For the former (development) it focuses the attention of the staff on the specific teaching goals thereby assisting in identifying those areas in which more innovation is required. For the latter (demonstration) it provides normative (control group) data for emerging programs which, when properly used, will be used for improvement of teaching techniques rather than for assessment.
>
> Adequate tests for the measurement of learning outcomes in the social sciences are difficult to construct. Within a limited context of material, the learning of specific facts and skills can be measured, but outcomes of reflective or critical thinking, understandings and concepts are not easily evaluated.

This statement represents the point from which an evaluation system developed during the course of the project. The evidence from 1964-65 (see pp. 23, 28, 35 third and fourth conclusions, p.38 item 9 in report E-028) was quite conclusive that a pre-test post-test design pointed to a measurement of content did not, in fact, provide significant evaluative information. Thus, the evaluation system for the current project had three dimensions: informal evidence; formal evidence; and academic content evidence.

Informal Evidence. The focus of informal evidence was upon operations and the usefulness of materials. This was accomplished in a variety of ways. In the pilot and in the implementation stages, teachers were asked to record observations, to write comments and ideas in the resource units and guides, to fill out a structured but open-ended dittoed evaluation sheet periodically and especially on completion of a unit of work, to participate in building and/or grade level conferences, and to talk with a staff member on a one-to-one basis. In these stages, students were asked to indicate their perceptions of the program and their feelings about it. From fifth grade on, this was in response to an open-ended question such as: "What do you think about the social studies program? What do you like best? What is hardest? What ideas do you have?" In addition, members of the project staff spent as much time as possible in classrooms and in buildings to provide help, support, and interpretation but, also, in the process to observe what was actually going on in classrooms. Informal evidence from these varied sources was accumulated in reports, in memoranda, in anecdotal statements, and in records made of staff meetings.

Formal Evidence. As the project moved forward, it seemed to the staff that some formal evidence was needed. The staff analyzed the results of such

standardized social studies achievement tests as were administered in the schools during the course of the project. No attempt was made, however, to give such standardized tests specifically for the project.

The major need, however, was for an outside agency, not connected in any way with the schools or the project to study the program in terms of teacher perceptions, of student perceptions and of the relationship between these perceptions and actual behaviors observable in the classrooms. A study along these lines was, therefore, contracted with Dr. Myron Nalbandian and his associates at Progress for Providence, the Office of Economic Opportunity agency for the City of Providence.

Academic Content Evidence. During the stages of development as discussed above, the team of academic specialists from Rhode Island College was involved at several points. This team provided continuing evaluation of academic content both in the initial drafts and in the revisions of material. It seemed to the project staff that in addition to the evaluation of the academic team regularly working with the project, there needed to be some validation of the academic content by persons who had nothing to do with the schools, the college, or the project. Thus, permission was requested and granted from the U.S. Office of Education to use "outside evaluators." These persons were asked to read all of the curriculum guides and resource units from a specific perspective and to write a brief evaluation essay in response to two questions: (1) How has the discipline (or perspective) actually been used in the project? (2) What evaluative judgment could be made about its treatment in the context of the aims and assumptions of the project and in light of the requisites of the discipline? In addition, "outside evaluators" were asked to make specific recommendations. In addition to evaluators looking at academic content, one outside person was asked to respond to the total curriculum design.

The following persons served as "outside evaluators":

Anthropology - Dr. Truman Warner, Chairman, Department of Social Sciences, Western Connecticut State College, Danbury, Connecticut

Economics - Dr. James Calderwood, Professor of Business Economics and International Trade, University of Southern California, Los Angeles, California

Geography - Dr. Kermit Laidig, Professor of Geography, Shippensburg State College, Shippensburg, Pennsylvania

History	- Dr. Eugene Asher, Director, American Historical Association - History Education Project, University of Indiana, Bloomington, Indiana
Political Science	- Dr. John Gibson, Director, Lincoln-Filene Center, Tufts University, Medford, Massachusetts
Sociology	- Dr. Everett Wilson, Professor of Sociology, University of North Carolina, Chapel Hill, North Carolina
The Family	- Dr. Mary Hawkes, Associate Professor of Sociology, Wheelock College, Boston, Massachusetts
World View	- Dr James Becker, National Director, School Services, Foreign Policy Association, New York
Curriculum Design	- Dr. Dorothy Fraser, Coordinator of Social Sciences, Teacher Education Program, Hunter College, City University of New York, New York

F. Implementation Process. The process of implementing the Providence Social Studies Curriculum Project begins with the data assembled at the end of the pilot-testing of the units. The decision to continue was dependent upon many factors and there were points which became critical. The question was never one of doubt at any phase earlier than this point. The federal financial support was assured through the pilot-testing, rewriting phase of the program. The point of decision was the degree to which the Providence School Committee was able and willing to pay for an obviously expensive change in its program for social studies instruction. To the credit of the City of Providence, its school committee and the superintendents who were involved (Dr. Charles O'Connor, Jr., 1966-1968, and Mr. Louis I. Kramer, 1968-1969), the financial support was forthcoming. The pattern of implementation resulted from decisions made in the summer of 1964 and the pilot year of 1964-5. With the decision to pilot grades 4, 6, 8 and 9 during that year, all other work grew from that pattern. The observation might be made at this point that after the initial financial decision (June, 1967) to implement grades 4, 6 and 8 in September, 1967, the failure to continue in 1968 and 1969 would have left the system with a rather peculiar social studies scope and sequence.

Implementation Chart

Year	Grades to be Implemented	City of Providence Financial Commitment (approximately)	
		Texts, AV Materials	Maps and Globes, etc.
1967-8	4,6 and 8	$30,000.00	$ 5,000.00
1968-9	K,1,5,7 and 9	66,000.00	10,000.00
1969-70	2,3 and 10-11 (partial)	38,000.00	5,000.00
	Totals	$134,000.00	$20,000.00

The decision to ask for the financing to spread the use of the materials was preceded by several steps. After the initial writing and pilot-testing of materials, the persons involved had to assemble a critical appraisal of the material and re-design and rewrite where needed. The most frequently used and fruitful pattern seemed to be as follows:

1. Curriculum Development Assistants would observe the class and conduct some classes.

2. Teachers conducting evaluations were asked to keep a daily record of activities in the first draft copy.

3. Pupils involved (in upper grades) were asked for their reactions to the materials.

The classroom teachers and the Curriculum Development Assistants met in group sessions to evaluate the materials checking for the following:

1) ordering of questions and activities
2) appropriateness of activities
3) appropriateness of materials
4) inclusion of new questions, activities and materials

The Curriculum Development Assistants were charged with the editorial responsibility. The materials were then submitted to the pilot-testing teachers for a decision as to implementation. At the same time, the academic specialists at the collegiate level were requested to examine the material for content accuracy.

After the decision from the classroom teachers and the academic specialists had been made, the following information was assembled for the Superintendent and School Committee:

1.) cost per laboratory for social studies instruction
   a) grades K-6 - self-contained classrooms.
   b) grades 7-12 - departmentalized (each laboratory can serve 4 or 5 groups of pupils.)
2.) cost per grade-individual laboratory factor times the number of laboratories determined by principals in terms of programming.

Simultaneously, the staff of teachers for the appropriate grades were invited to participate in 30 hours of in-service training. (See above D. In-Service Training). Concurrently with this invitation to participate in the in-service, the teachers were mailed the Curriculum Guides and Teacher Resource Units appropriate for their grade level.

As Providence Social Studies Curriculum Project early made the decision that no teacher would be asked to participate in implementing this program without the advantage of having all the materials needed for the year in his room and available for the first day of school, the activities mentioned above coupled with the assembling of the materials made for rather hectic activity between May 1 and October 1 of each year of the project.

It was determined that the project staff would order all the materials needed for the entire school system and assemble the laboratories on a grade basis and

distribute them as complete laboratories to the schools. This was a complex task because of the vast number of different items which are part of each laboratory - see Curriculum Guides K-3, 4-7 and 8-12 for Lists of Materials in Laboratories, and see also appendix E.

For inventory control, Inventory Sheets by grade level were assembled. Several stages of development preceded the samples included in this report as an Appendix attachment. This last sample provides the school system now with an effective inventory control. The advantages to this are obvious:

1) ordering by units as new classrooms are opened - immediate costs are available for decision-making.

2) picking up by units as classrooms are closed.

3) moving units from one building to another as needed.

G. Vocabulary Building. Early in the planning process, the various groups involved discussed the matter of vocabulary. It was perceived that one of the continuing problems faced by teachers in the classrooms was the existence of too lengthy and too diffuse sets of words. Therefore, it was determined that the project would attempt considerable selectivity and also be arranged in a conscious manner to use three terms as integrative in themselves. That is, it was felt that, at each level, it would be most helpful to have one term around which and to which numerous other terms could be related.

In view of the broad aims of the program and the sequencing of certain topics, three terms were selected as the base for vocabulary building.

Neighborhood was used as the key word in materials from kindergarten through grade 3. The term was used in the following manner:

> We are defining a neighborhood as having people, land, and buildings and purposes. It is a location, a place, a specific area. A child's home neighborhood is usually the streets and buildings within walking distance of his home. We are not only defining neighborhood as a location but as a place with a purpose; namely, residential, commercial or industrial, or a combination of two or more of these purposes. We can think of a neighborhood as: place, people, and purposes, with the emphasis on place. (Curriculum Guide, page 6)

The use of this term, then, allows a rather systematic way for the development of understanding of closely associated vocabulary.

Region was used as the key word in materials from grade 4 through grade 7. Many of the activities suggested for grade 4 were specifically designed to develop an understanding of the term region, in its broadest sense: as "an areal pattern which, for a given criteria or set of criteria, has sufficient commonalty to provide a basis for analysis." (Curriculum Guide, page 5)

Both neighborhood and region are terms with an essential geographic, that is, man-land relationship at the core of their meaning. They were well related, then, to the grade levels where geography was used an integrating discipline or vehicle.

Civilization was the term used as the key word in materials from grade 8 through grade 12. This term was used to refer to "an identifiable segment of human activity and the dimension of length of time; each such segment, characterized at its core by a distinctive set of religious beliefs, has a particular arrangement of features which give it cohesion and a characteristic dimension." Since the term clearly associates man-land-time, it was a useful

term for that segment of the program where history was used as an integrating discipline or vehicle. The terms that were selected for grades 8 through 12 were terms which could be readily understood as they were associated to the whole concept of civilization.

H. Teaching Strategies. The broad approach to teaching strategies was stated in Section X of each of the curriculum guides. The following comments and suggestions are made:

Relation of Aims and Concepts to Content

An explicit assumption about the approach in the construction of this curriculum research project is that aims and concepts should be used to select content. This assumption has meaning for methods of instruction as the primary goal of instruction becomes the mastery of concepts needed to fulfill aims. Mastery of content is meaningful and important only as it is directly related to this goal.

For example, the details of the wheat growing area of the Ukraine are significant as these are related to fulfilling the understanding of the concept of region. Or again, the details of events of European exploration are significant, useful, and meaningful as these are related to fulfilling the concept of man as the dominant element in the landscape or the dimensional elements of history concerning man, time, and place.

Proceed from Questions

As far as possible, this curricular program seeks to develop in young people the facility to ask important questions. It is, therefore, essential that classroom atmosphere reflect this questioning, probing attitude. Teachers need to be asking questions along with pupils. It should be noted that the materials that have been prepared will not include all the questions that a class will ask. Perhaps some questions young people raise will be of more importance than some of the ones that have been written into these materials. Teachers need to follow the questions that young people put.

Pupil-Teacher Planning

Because aims and concepts are to be used to select content, there is a fine opportunity for considerable pupil-teacher planning and interaction. The particular sequence in which some material is developed is not as important as having pupils and teachers determine what for their particular class is the most effective sequence. Teachers will need to provide time for such planning.

Use of Groups and Committees

One of the goals of any social studies program is behaviorial in nature. It is desirable that the social studies classroom be the place where young people are given an opportunity to develop patterns of behavior appropriate to the pluralistic society in which we live. This means that in the social studies class, teachers need to provide a framework in which young people may share ideas, make plans, carry them out, make mistakes and learn to correct or live with them, learn to listen to varied ideas, learn to value and accept contributions from all youngsters. This behavior can best be developed when there is careful, planned use of groups and committees. Good group work and committee work requires that young people develop this skill: they do not act this way automatically!

Unit Method

> Broadly speaking, all of the work in this social studies curriculum project can best be developed through use of the unit method. This approach provides opportunities for individual and group work, for pupil-teacher planning and questioning, for research for materials for developing the skills of sharing information, and for cooperative evaluation.

The chief point as the project staff dealt with teaching strategy was to put the task of planning precise instructional programs upon the teaching professional, that is, the classroom teacher. The staff recognized early in its discussion one way that the program could be constructed would be to develop a tightly organized, explicit set of teaching activities which would allow teachers and pupils very few options. Such an approach could be carefully controlled, carefully directed, and more precisely evaluated. But this approach was specifically rejected as being inconsonant with the aims of the program, especially with the second broad aims "to understand and appreciate democratic values in human relations." Therefore, rather than prescribing teaching strategies, the project was planned to suggest a wide range of strategies available for the development of specific concepts or segments of work and, then, to expect the professional teachers to use their skills to select and to design teaching-learning strategies appropriate for specific classes, groups, and youngsters.

IV
APPROACHES TO DEALING WITH VALUES

> Every teacher, every day, in every class is dealing in values. The standards he sets, the actions he approves, the way he handles his subjects, his personal relations with his students, his stimulation of consistent throught and right conduct--all have their influence.[1]

One aspect of social studies curriculum revision and development that causes considerable discussion is in the area of values. The position taken in 1951 in the report of the Educational Policies Commission, Moral and Spiritual Values in Public Schools, still has much to commend it but the ready assumption contained there that it is possible to identify some clear consensus about the set of values accepted for American society would certainly be subject to question in the decade of the 1960's.

The project staff spent considerable time in talking about values and the approaches that the project might take to this difficult issue. Two of the aims accepted for the social studies program stated:

> To understand and appreciate democratic values in human relations; the development and potential of these values throughout the world. This includes a respect for the unique quality and worth of each individual, a regard for his rights as a dissenter, an awareness of his responsibilities as a citizen, and the uses of democratic processes for the resolution of conflicts and tensions and for achieving consensus on improvement.
>
> To gain information about and appreciation for the spiritual, aesthetic, and religious currents which contribute to the mainstream of civilization. The broad aim here is to create an awareness of and sensitivity to the interactions and contributions of seemingly alien cultures.

Thus, two of the five broad aims developed for the program and project were specifically in the area of values.

The staff designed a three-phase approach to values: informational, methodological, and personal. Each of these seemed to be ways in which the broad aims in the area of values could be fulfilled.

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[1] Moral and Spiritual Values in Public Schools (Educational Policies Commission: Washington, D.C., 1951), p. 65.

Informational. The content of the program was designed to include considerable information about the various value systems that exist in different cultural contexts. An effort was made, in suggesting approaches to handling such information, to deal with different value systems in their own terms. The approach was to raise continuous questions about different cultural patterns and to examine the basis for and the structure of the value systems. It was hoped that this approach might lead to awareness and acceptance of the existence of differing value systems each on its own authentic terms. In the main, this approach was designed for pupils and seemed to be a logical implementation of the world-view aims as well as the two specific aims in the area of values. That some teachers grew in their awareness of different value systems seems apparent as well. In addition, content dealing with American society was selected in an attempt to deal directly and frankly with the numerous sets of values that exist within American society. This candid approach is explicit in materials, for example, on family patterns in kindergarten as well as in senior high school.

The intent of the informational approach was to create an awareness of differences, of the wide variations in assumptions and practices, and of the numerous bases of value systems.

Methodological. In part H of Section III above, several points were made about teaching strategy, including the conscious decision to design a structure for a social studies program with maximum flexibility, in preference to a more tightly organized, rigid prescription. This decision reflects the belief of the staff that the second broad aim, that is, "to understand and appreciate democratic values in human relations" can only be fulfilled on an experiental basis. Teachers, just as much as students, must experience directly this approach to human relations in order for it to have any meaning. Thus, an explicit part of the program was a conscious plan to urge teachers to express themselves and to participate fully in the development of materials.

There are some clear implications of this decision for teaching methodology or strategy. Teachers need to design classroom situations where central human values can, indeed, be seen as significant. Clearly, as teachers accept divergent points of view, of experience and of perception and work through group process with these differences, both teacher and students have direct experience in understanding and appreciating values. Or, again, the degree to which the least competent student or the most difficult student is encouraged and enabled to participate and to contribute to the group can be for that student, that group, and, again, for the teacher an experience of growth. This social studies program with its open-endedness that encourages speculation and questioning from both teachers and students

reflects the belief that such activities are essential to an understanding and appreciation of differences and values.

One other implication for methodology is that classroom groups need to be as heterogeneously arranged as possible. Bright youngsters need direct experience in understanding the questions and inputs that slow youngsters make; and the reverse is equally true. Privileged, upper-middle class youngsters need direct experience in understanding underprivileged, lower-class youngsters; and the reverse is true. Youngsters of all ranges need to feel accepted on their own terms, free to participate in the class group, and encouraged to speculate and questions. The degree to which this climate permeates a social studies class and to which widely ranging abilities and differences can be related in an effective learning situation will provide experience in the area of values for all involved.

Personal. The third phase of the plan in the area of values has been personal. In this phase, a conscious effort has been made to encourage teachers to confront their own value systems, especially as these may be increasingly different from the value systems reflected by many youngsters in an urban school system. Various ways have been used to approach this.

In each of the in-service programs in August, just prior to the opening of school, one of the sessions has involved teachers in small groups talking with knowledgeable community leaders. These discussions have been largely unstructured except that the staff has provided certain data for the discussions. The booklet, Inner-City Providence: Implications for Education (See Appendix attachments) was written specifically for such a setting. It provided data from the 1960 census and elsewhere about the several inner-city neighborhoods. Discussions with community resource persons and teachers did help, at the very least, to make teachers aware of differing value systems reflected within the school system.

Several of the grade level sessions and building sessions over the years have included a considerable amount of discussion in the area of teachers confronting their value systems and contrasting them with those observed in youngsters. The main role of the staff in these sessions has been to assure teachers that differences are inevitable and that they do exist and that there are ways to work with such differences.

The plan for integration of the Providence Public School forced many teachers to examine their own values. Teachers who had worked their way into all-white, middle-class schools suddenly found themselves working with black youngsters who brought a different range of experiences and perceptions. From the spring of 1969 on through the 1969-70 school year, materials in intergroup education developed at the Lincoln-Filene Center at Tufts University were widely used throughout the school system. Prior to that, the Project

staff, in 1967-68, had prepared special guides to "Black History" even though the original design of the project called for widely inclusive inter-cultural materials. Several sessions were held and were well attended in which black materials were discussed, including the matter of value systems.

Thus, the Project did design and carry out a three-phase approach to the matter of values. It did provide for acquisition of information especially by students, for methodology consistent with giving experience in dealing with differing values, and for opportunities for persons, especially teachers, to confront their own value systems.

It was hoped that information, experience, and self-examination would help students and teachers to understand what exists in the area of values. What ought to exist is another matter. In his evaluation essay for this project, Dr. Everett Wilson comments about the "is/ought" distribution:

> Somewhere the role of the social scientist should come through as the person who seeks to describe and explain what is. Students should pick up the distinction between what is and what ought to be, and the necessary connection between them. You can't get where you want to go unless you know where you are. One can't shape contemporary society closer to the heart's desire in ignorance of the social world that's to be reshaped.

V
RESULTS AND CONCLUSIONS

A. Results. Perhaps the most obvious result is that, in a relatively brief period of time, change took place in the social studies curriculum and also in social studies instruction. That change did occur in social studies in the Providence Public Schools as a result of combining curriculum theory with a developmental model and a plan for implementation may be readily documented. Significant numbers of teachers and pupils perceived changes in the social studies program and approved of these changes. This point was one of the clear findings in the evaluation of the project undertaken by an independent agency.[1] All of the evaluation essays written by "outside evaluators"[2] noted the existence of a distinctive structure, scope and sequence in the curriculum design together with an attempt to develop a consistent theoretical basis for such a K-12 program.

Perhaps, the simplest way to identify some results, in large scale, is to set out some comparisons:

1. Prior to 1964-65, the Social Studies Curriculum of the Providence Public Schools paralleled that recommended by a national Committee on Social Studies in 1916.[3] This program was mainly reflected in the basic textbook that was selected for each grade. By the 1969-70 school year, the Providence Public Schools had a "new" social studies program in effect in all grades and all classes through ninth grade, as well as being available through twelfth. This program rested upon some consistent theoretical assumptions that had been designed, pilot-tested, and implemented according to a conscious plan.

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[1]See appendix attachment, Evaluation: Providence Social Studies Curriculum Project (October, 1970), pp. 99-101, items 3,4,8, and 9.

[2]See pp. 39-40 above for list of persons.

[3]See the essay, "Changing Perspectives in the Social Studies," by Erling M. Hunt, and others, High School Social Studies Perspectives (Boston: Houghton, Mifflin, 1962), p. 3 ff.

2. Prior to 1964-65, no person in the Providence schools had direct responsibility for developing or supervising or coordinating work in social studies. This was one aspect of the Director of the Office of Curriculum Research. By the 1969-70 academic year, the Providence Public Schools had filled, for the first time, the position of Supervisor of Social Studies and maintained, in addition, two teacher-consultants in social studies on a full-time basis.

3. Prior to 1964-65, any in-service work in social studies that took place occurred only on a sporadic basis. By 1969-70, in-service work was seen as a crucial aspect of the continuing responsibility of the school department and of the social studies staff so that more than 80% of the teachers working with social studies had participated in a minimum of a week's training. Further, monies were included in the school budget for continuing in-service work.

4. Prior to 1964-65, the relationship of Rhode Island College personnel to social studies curriculum development in Providence was quite casual, almost accidental. By 1969-70, many members of the faculty of Rhode Island College were participating in social studies curriculum development in a highly intentional, systematic, and effective manner.

Beyond these general statements about results, it may be useful to point to more precise results in relation to the five hypotheses stated earlier.[4]

Hypothesis 1. That it is possible to take a geo-historical structure and use this as a consistent theoretical basis for a social studies curriculum from kindergarten through twelfth grade; that it is possible to design materials based on this theory; that it is possible to measure student growth and progress within this framework.

The central question in this project was whether or not a geo-historical structure could be used as a theoretical basis for a total public school curriculum. Some of the evidence supports the usefulness of this approach as a mode of organization. In the evaluation essays prepared by the "outside evaluators", the following statements were made:

(a) The objective of integrating the various social science disciplines in a planned curriculum throughout the entire thirteen years is highly commendable. Utilizing geography and history as the integrating disciplines probably was wise strategically, for the

[4]See page 6 above.

two fields are already accepted and operating in most school systems and therefore can readily serve as the core about which the other disciplines, less firmly established in the elementary and secondary schools, can be introduced. However, there is the danger, as will be noted more specifically later, that as a consequence unique contributions of a field may be developed inadequately.

Too often in the past, informational content has determined the social studies program. The Providence Project, in establishing a different priority--first, social science concepts; then, aims and objectives; and finally, content needed to illustrate the two previous categories--has chosen wisely. Successful implementation of such an approach throughout an entire kindergarten-12th grade curriculum can make a solid contribution to improving social studies programs. -- Dr. Truman Warner, Anthropology

(b) The discipline of geography is used effectively throughout the K-12 program developed by the Providence Social Studies Curriculum Project. Geography is generally well represented both in its forthright presentation and in its integration with the other disciplines. Of particular value is the fact that the discipline of geography is viewed as a whole without undue fragmentation into the various fields of specialization. The total multi-faceted discipline was well represented.

From the Standpoint of Geography. The major themes of professional geographical concern were well represented. The spiral concept of learning initiated with an introduction of basic concepts and basic tools in the early grades are continued then to a logical problem solving, life-center, activity in the terminal course of this program. The cumulative nature of this program gives evidence of a high degree of internal coordination. The coverage follows a clear pattern of development with a deliberate effort to exercise and expand skills introduced in earlier grades and units. Fundamentals were taught in earlier grades and then in later grades served with the achievement of fuller understanding.

Unfortunately, the smooth thread of spiral development was interrupted at certain levels and grades. Although these interruptions do not distract from the overall structure of the program, they are bound to occur with multiple authorships required in a project of this scope.

It is our feeling that the Providence Social Studies Curriculum Project accomplished its established goal. -- Dr. Kermit Laidig, Geography

(c) The materials are solid and well-organized. The Project does what it claims--to relate the social disciplines in such a way as to fortify one another and to be integrative rather than centrifugal. This is the only social studies project with which I am familiar that draws extensively on the social disciplines in an authentic manner. The utilization as integrative disciplines of geography for grades kindergarten through grade 7 and history for grade 8 through 12 has been well-handled throughout although I am not familiar with many of the instructional materials recommended for each grade, the ones I do know certainly would equip students to understand discipline relationships, concepts, and processes. -- Dr. John Gibson, Political Science

(d) The materials produced by the Providence Social Studies Curriculum Project consists of 43 separate books. Taken together they provide a comprehensive, detailed basis for developing a K-12 curriculum using history and geography as the focus. However, there is recognition that any study of man and "...his activities on land in the dimension of time must draw upon concepts, content and methods from all of the social sciences."

History and geography are seen as "integrating disciplines" in the sense that each draws upon concepts, content, methods and vocabulary from other fields - geography, in its effort to provide an "understanding of man's activities upon land," and history with its "focus upon man's activities in the time dimension." Each requires the use of materials from each of the social sciences. -- Dr. James Becker, World View

(e) The curriculum design of the Providence Program has many positive features. At an early stage in the project, a rationale for the program was established. Although one major aspect of the rationale can be debated, namely the exclusive reliance on geography and history as "integrating disciplines," the identification of the theoretical base for the curriculum provided guidelines for planning in developing a coherent program. The awareness of the need to provide an ideational structure derived from the social sciences is reflected in the emphasis in the curriculum guides on developing concepts and generalizations, rather than teaching for recall of specific information. In the selection in grade placement of content, traditional patterns were discarded in favor of a scope and sequence that encourages depth studies rather than general surveys, offers teachers and students opportunities for choices within the broad framework, draws on recent scholarship in the social sciences, and focuses to a considerable extent on the contemporary world. One significant omission in the selection of

content must be noted; no study of the psycho-social bases of human behavior, individual and group, is recommended. -- Dr. Dorothy Fraser, Curriculum Design

Taken together, these statements indicate that outside evaluators were able to discern a consistent theoretical basis for the curriculum design and that they were able to see the ways in which geography and history had been used as integrating disciplines. It should be noted, however, that several readers, while recognizing the feasibility of this approach, did question the selection of these two particular disciplines. This question was best raised by Dr. Everett Wilson, Sociology, in his essay where he made the following observation:

> One fundamental [question] is the choice of the integrating disciplines which string social/cultural phenomena along the dimensions of space and time. These dimensions are not in themselves social dimensions. They become relevant to the extent that they condition frequency of interaction or, alternatively, make for isolation and create conditions of cultural purity or parochialism. In short, what's critical about these dimensions is their effect on communication. But such an effect is ever less marked. Current modes of communication (under which I include transport as a means of putting people in touch with one another) diminish the social significance of geography. And the historical dimension gains its significance as a socially transmitted heritage living in the present, conditioning men's relationships with one another. In short it's culture (currently operating values and standards-- an amalgam inherited from the past, of course) that is germane to the social, not the time dimension taken by itself.
>
> Thus one could make a case for culture, personality and society as being appropriate foci for a social studies program and drawing to these nodal considerations the materials of geography, history, economics, political science and the like. This is the trio, that's come to define the behavioral sciences (anthropology, psychology and sociology) dealing, respectively with rules, roles and the structures of relationships that constitute human groups.

Dr. Eugene Asher, History, also raised questions about the degree to which the program had succeeded in using an "integrating disciplines" approach. He recognized the fact that the two disciplines were used to provide a structural base but had some concerns as to whether this was fully satisfactory. He wrote:

> I think the P.S.S.C.P. contains, by grade 12, most of the tools, skills, concepts, and intellectual baggage that it is desirable to cultivate in a learner destined to have to fend for himself in a rapidly changing and shrinking world. But whether it is packaged

> and sequenced and articulated in the best fashion to accomplish its final goal--a student who is master of all that knowledge and of all those inquiry skills--is difficult to predict. To an extent, the overriding decision that geography and history should serve as "integrating disciplines" has stilted and somewhat delayed the process of development by separating until later what should earlier have been blended. I might venture an opinion that Cultural or Social Anthropology might have served better as the initial "integrating discipline," for space and time are only two dimensions of a whole which contains a cultural dimension at least as real, as significant, and possibly even more constructive than time or space.

In addition to the comments of outside evaluators, certain other evidence points to the fact that the Project did, in fact, succeed in using a geo-historical structure as an integrating focus for the program. In Appendix A, there are six tables which indicate the frequency distribution of the concept statements for each of the six disciplines. Analysis of these tables indicates the wide range of level where the concept statements are actually used. The intent of the theory behind the program was to take man-land and man-land-time as integrating foci and then to draw concepts from all the disciplines. The tables indicate that, with respect to the desired generalizations by grade level, in fact, concepts are drawn from <u>all</u> six of the disciplines. They are woven together around an integrating framework. In the judgment of Dr. James Calderwood, Economics, the project has been successful in tying concepts together:

> The curriculum guides must also receive a high grade for the skill with which an inter-disciplinary approach has been developed. In some cases, economics stands on its own feet, e.g. the economic development of Anglo-America in grade 5, the economic development of Latin America and Africa in grade 6, and the development of the American economy in grade 11. This is wholly appropriate. But, in most cases, the authors have skillfully woven an interdisciplinary web blending economics with the other disciplines in a variety of ways. For example, in the Appendices to grade 1, sociology and economics go together in the discussion of Indian tribes while in grade 12 political and economic issues are blended in the discussion of the military-industrial complex. Geography and Economics are particularly associated in the various discussions of natural resources (e.g. grade 10, resource unit 1,Section 1), as are history and economics in, for example, the ninth grade treatment of the Industrial Revolution and the eleventh grade treatment of the historical approach to U. S. Economic Development.

That a geo-historical structure can be used is, then, documented both by the comments of outside evaluators, some of whom question not the feasibility

but rather the desirability of this approach, as well as by an analysis of the distribution and use of the concept statements. Beyond this, the Project did have two thematic strands that reflected its broad aims, namely, a world view focus and a concern for the family as the primary social group. These thematic strands were regularly used in the development of materials. Moreover, they are closely associated to the geo-historical theoretical basis since processes affecting man's development especially in his primary social group occur in many places around the world and in many different ways at different points in time. Two evaluators commented on these two strands:

> One may quarrel with the validity of the terms used especially in the case of concepts in generalizations, or with the content emphasis suggested, but that there is a heavy emphasis on world affairs seems undebatable. Further evidence of this is suggested by a review of the titles of the resource units. If one eliminates the overview units from this count, there are 36 such units of these 18 are by title concerned with some aspects of world affairs. In addition to these 18, a number of others including: Grade I Basic Needs, Grade II Neighborhood Patterns, Grade III Analysis of Community, and Grade XI U. S. Political Development, provide for some cross national or cross cultural comparisons. -- Dr. James Becker, World View

> The method of presentation of all aspects of the family in this Social Studies curriculum has been varied. Sometimes it is straightforward presentation of materials, sometimes it is special student reports, sometimes it is problem solving or role-playing. It would seem to this evaluator that the potential is there for the student to gain a good understanding of the family in relation to place, time, and society's other institutions. -- Dr. Mary Hawkes, The Family.

Thus, it seems that the Project did have as one result, the accomplishment of that aspect of the first hypothesis dealing with the possibility of using a geo-historical structure as a theoretical basis. This basis clearly can be used.

A second aspect of the first hypothesis had to do with the development of instructional materials based upon this theory. In B of section III above, the model used for the development of materials was described. Within the first four stages of the process, the Project staff followed a more detailed scheme. This scheme was employed to arrive at specific resource units and specific organizing questions. This scheme is illustrated in the following diagram:

Diagram 4

Detailed Design for Development of Materials

GENERAL

Discipline Analysis

Concept Statements,
Vocabulary, Methods

Aims for Program

Scope and Sequence of Topics
Geo-Historical Basis for
Integrating

GRADE LEVEL

Generalizations

Keyed to Concept
Statements

Aims

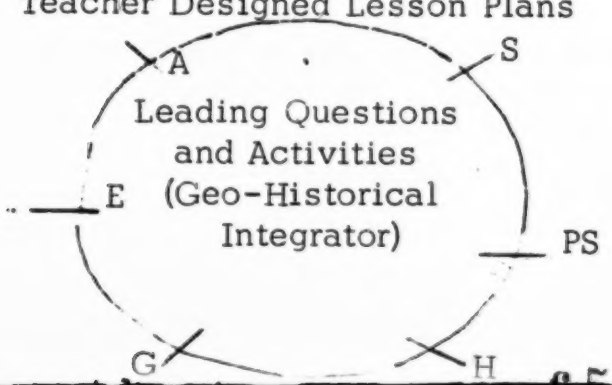
derived from
program aims

Resource Unit Topic

Leading Questions

Learning Activities Including
Selection of Content

Teacher Designed Lesson Plans



The process may be made clearer by citing a specific illustration of the way in which the scheme was used. In the illustration below, the material is arranged to show the grade level aspect of Diagram 4 drawing from the development of 8th grade materials.

Illustration of Detailed Design for
Development of Materials
Grade Level - Grade 8

Generalizations (Curriculum Guide, Grades 8-12, p.23)

Keyed to Concept Statements	
1. A civilization can be located in time and place.	G. 1,2,3,16; H. 2,3,4,5,9,11.
2. Each civilization has a particular pattern in which its basic components are arranged	A. 4; G. 8,11; H. 1,4,5,8,9,10, 11; S. 1,6.
...	
7. Institutions exist in all civilizations.	E. 3; H. 9,10; P.S. 1,2,5,6; S. 2,7,8.
...	

Aims

derived through program aims (Curriculum Guide, Grades 8-12, p.11,22)

Program Aim (p.11)

A. To develop an understanding of the world, its physical and human composition and one's involvement in it.

Grade Level Aim (p.22)

5. To show that the various social, economic and political institutions are continually evolving based on the needs and wants of the people.

Resource Unit

Contemporary East Asian Civilization: Resource Unit II, Grade 8

Leading Question - Activities (RU, II - Gr. 8, pp. 16-17)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the religious institutions in China?	A report should be given on the historical development and introduction of Buddhism into China. Another report should be given on Christianity in China and the Missionary movement.	Allyn & Bacon: China pp. 14-15 Scholastic: Two Chinas pp. 43-44; 98-99; 57; 36-39; 149-151; 116-118
Why are they of such minor importance in Communist China today?	Compare Buddhism and Christianity. Make time lines showing development and spread of each religion.	
	Confucianism has been the major Chinese philosophy. Refer to appendix A for some of the sayings of Confucius. Discuss their meanings with the class or assign each student a statement to interpret. Do we have any comparable American proverbs?	Allyn & Bacon: Global History pp. 592-593; 748m; 98; 105-107. Life: China. pp. 77-83 Scott Foresman: Beyond the Americas pp. 300-301;303-304
	Lao-Tse's teachings are the foundations of Taoism. Report on the life and teachings of Lao-Tse.	Allyn & Bacon: Eastern Lands pp. 370-371
	Compare and contrast the basic tenets of Christianty, Buddhism, Confucianism, and Taoism in class discussion.	
	Class discussion on the conflict between Communism and religion. Why has Confucianism posed a real problem for the Communists?	Van Nostrand: World Geography and You. pp. 425-427
	Maps could be made showing spread of Buddhism and Christianity; major religions of East Asia.	Rand McNally: Far Eastern Society pp. 7-8;11-12;16-18; 25-26;31-35,52-53;
	A chart could be made showing number of Christians, non-christians in China and breakdown into largest groups.	Golden Press: World's Great Religions pp. 35-76 For Teacher Lippincott The Asians

The best evidence that this process for developing materials was useful is the existence of curriculum guides and resource units. These have been examined by all of the outside evaluators. They have been used, tested, and rewritten by teachers in the Providence Public Schools. The Project Staff has edited and reworked the booklets on the basis of comments both from teachers and academicians. The forty-three booklets produced by the Project are listed in Appendix C, while the booklets themselves comprise one of the appendix attachments.

Beyond the physical production of the booklets, of course, the question about their use and their impact needs to be raised. Here the evidence accumulated through the contracted evaluation study, Evaluation: Providence Social Studies Curriculum Project (October, 1970), is of significance[5]. On pp. 99-102 of this evaluation study, there is a summary of the findings together with certain conclusions. The findings point specifically to positive attitudes of youngsters and of teachers to the program as indicated in items 2, 3, 4, 8, and 9. These positive attitudes reflect the fact that materials were developed so that there was a measurable and a marked difference in the manner in which social studies classes function. Classroom observations indicated that teachers and pupils were behaving differently and were approving of this different behavior. Both the students and teachers concurred on certain of the program elements that led to this more positive attitude:

> 4. Attitudinal differences between Providence children and the control group appear to focus on areas which are significantly related to the Providence social studies curriculum. These areas include such elements as class participation by the students, interest in the subject matter of social studies classes, and desire to succeed in social studies learning situations. These more positive attitudes exist in spite of what appears to be a less favorable previous school experience for the Providence children as against the control group students.
>
> 9. There is a strong consensus among Providence Social Studies teachers that the "new" social studies program has been successful. Among the elements of the program which teachers approve the most are the relevance and flexibility of the curriculum and its materials, the opportunity for small group work and class participation, and training for the student in independent research and presentation of reports.

The third aspect of the first hypothesis had to do with the measurement of student growth and progress. On this aspect, the Project has made no significant impact. This still is an aspect of the hypothesis that needs

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[5]See Appendix attachment for text of report.

to be examined and to be worked out.

The major reason for not dealing with this aspect more fully was the absence of any suitable measures for social science concept development. It would have been relatively easy to deal with measurement of content but this measurement seemed to be not very satisfactory on the basis of the findings in the 1964-65 study (E-028). There, for example, pupils in the 8th grade (see tables 23 and 24 on page 81) in the experimental groups did just as well as pupils in the control group on the Sequential Test of Educational Progress, Social Studies, in spite of the fact that the content being tested was largely based upon United States History while the experimental groups were working mainly with East Asian, Muslim, and Western Civilization materials. The Project Director and the Assistant Project Director spent a day with Dr. Robert Solomon and his staff at Educational Testing Service in Princeton, New Jersey in the summer of 1967. The Project Director had hoped either to find instruments in existence or in the planning stage. Such was not the case at that particular point in time. The measurement of social science concept development is a complex matter and one that went beyond the scope of this Project. In the 39th Yearbook of the National Council for the Social Studies, Dr. Dorothy Fraser underscores the need for attention to different evaluation instruments for pupils: "A second neglected area [in social studies instruction] is that of evaluation, in which there is a critical need for new approaches and instruments to measure effectiveness of innovations and of pupil progress in conceptual, affective, and process learning."[6] Clearly the need for development of a different set of instruments for social studies curriculum and pupil experience and growth is evident.

> Hypothesis 2. That it is possible to design a model by which a large number of persons with varying specialties and varying roles could be effectively involved in a curriculum development; that this model could be designed so that a small college in a public city school system could interact cooperatively to bring about curriculum change.

In Appendix D, there is a full listing of the various persons who have been directly involved in the development of this curriculum. They reflect the various categories of persons described in the development model in A of Section III above. In all, more than 160 different persons have directly participated. The

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[6]Dorothy M. Fraser, "The Changing Scene in Social Studies," in Dorothy M. Fraser (ed.), Social Studies Curriculum Development: Prospects and Problems 39th Yearbook (Washington, D.C.: National Council for the Social Studies, 1969), p. 29. See also the comment of Dr. Irving Morrisett in the section "Outcomes"of Chapter 8, "A Model for Analyzing Curriculum Materials and Classroom Transactions," ibid., p. 270 ff.

varying specialties are represented. Persons performed different roles. In short, it may be concluded that the model worked. The number of persons involved, the coordinating activity of members of the project staff, the production of materials, the satisfactory implementation of materials in the classrooms with observable differences in pupil and teacher behavior, all are pragmatic evidence of the workability of the model.

In addition, there is clear support for the way in which the college staff participated in this development. The model permitted academic specialists to be just that and at the same time allowed, at the other end of the range, classroom teachers who are specialists in teaching at a given grade level to be just that. Thus persons along the spectrum have felt an opportunity to participate, to contribute and to do this on an authentic basis.

The model has had feedback as well into the college. For example, the campus laboratory school adopted the program on a partial basis in 1968-69 and on a full-scale basis in 1969-70. In addition, the implications of the whole program for teacher preparation are now being related to the college curriculum. Moreover, the model of college-school interaction has observable effects as it is being adapted for other curricular areas and other curriculum related projects as well.

> Hypothesis 3. That it is possible to determine the frequency with which certain social science concepts are used and, then, to examine the points of possible initial introduction of central concepts to youngsters; that it would then be possible to plan instruction to insure maximum attention at that initial point in order to facilitate accurate concept development.

The tables in Appendix A below list the frequency with which certain social science concepts are used both by grade level and in total. The use, in this instance, is in relation to the generalizations developed for each of the grade levels.

Certain observations could be made about the frequency of use. At one end of the scale, it is possible to identify for each discipline the concept statement which, on a numerical basis at least, is most frequently used. It is possible that, then, to conclude that these statements do represent central conceptual threads that run through the program. In Anthropology, it is concept statement number 4:

> Each society has its own unique cultural pattern which may be explained by location, geography, climate, resources, population, historical factors, and local preference.

For Economics, it is concept statement number 1:

Scarcity -- The resources necessary to satisfy man's wants are limited. This limitation is complicated by geographical maldistribution, cultural inadequacy and technological underdevelopment.

For Geography, it is concept statement number 12:

Any resource is only as good as the vision and ability of man to use it.

For History it is concept statement number 6:

Causation and motivation. Men are moved by a mixture of conscious and unconscious elements. Change is brought about both by people's unconscious development of new responses to circumstances and by individuals developing new ideas and expressing them.

For Political Science, it is concept statement number 1:

All societies make policies based upon an authoritative allocation of values.

For Sociology, it is concept statement number 1:

All persons function in a society which is a complex structure of individuals and groups held together in a web of social relationships. Each society can be identified by its particular culture.

Taken together, these most frequently used concept statements do reflect the aims of the total program.

In terms of the point of initial introduction of the concept statements, it should be noted that of these six most frequently used concept statements, all but the one in Geography are used in kindergarten while the Geography statement is first used in Grade 1. This observation suggests that, indeed, careful attention must be given to the point of initial contact with these central concepts in kindergarten and grade 1. In fact, the tables of use indicate that in kindergarden, grade 1, and grade 2 all but seven of the 73 concept statements are used. Every statement in Anthropology, Economics, and Sociology is used in the primary levels. In Geography, all but two statements are used at the primary level and one of those not used is actually used only once in the entire thirteen year sequence. In History, all but four statements are used while in Political Science all but one. This frequency of use and the heavy use of the entire conceptual structure at the primary

level underscores the crucial importance of the primary grades in terms of social science concept development. What is needed, of course, is the devising of some instruments to measure the degree to which youngsters at that level are progressing in developing accurate understandings. Dr. Kermit Laidig, Geography, in his evaluation essay noted the importance of the primary level:

> The resource unit for Kindergarten wove in geographical concepts with the studies of families, work, and play here and in other lands. Many concepts to be developed in later grades have their introduction in this unit. The importance of work as well as the variety of work by various people including children demonstrates true understandings of life here and around the world. Keen insights into the array and significance of families, rules, work, school, play, etc. have resulted in the presentation of subtle beginnings of each of the social studies. [underscoring added for emphasis] Significant, practical, and useful questions were posed along with good procedures and materials.

In addition, the tables make it possible to identify certain concept statements which, on a numerical basis, appear to have very limited use. Three concept statements in Geography are used infrequently. The first one: "The globe represents the spherical nature of the earth and shows the true relationships of the continents and oceans" is used three times; the second concept statement: "The fixing of position and the measurement of distance on the earth require a knowledge of the grid system that man has devised" is used four times; and concept statement number 4: "Maps which portray the round earth on a flat surface are designed for specific purposes and consequently are only accurate in certain areas" is used only once. In History, concept statement number 15 is used only four times: "Theories of history may also be classified as progressive (e.g., Karl Marx, Herbert Spencer), cyclic (e.g., the ancient Greeks, Oswald Spengler), or cyclic-progressive (e.g., Arnold Toynbee)." It is possible to draw either of two conclusions from the infrequent use of these concept statements. One conclusion is that these statements are of very limited significance and that they could, therefore, readily be dropped out of the listing. Or, it is possible to conclude that, although the statements have substantial importance, the program has provided insufficient space to develop them and that, therefore, the program needs to be reviewed to provide better attention to these items. Certainly the latter conclusion would seem to be the logical point with respect to the concept statements in Geography. The numerical analysis that has been made of frequency will permit both of these conclusions to be reviewed with academic specialists so that appropriate revisions may be made in the program.

Hypothesis 4. That a geo-historical structure could be designed to have sufficient flexibility to make it feasible to use curriculum ideas and materials from other studies without having to redraft the basic design.

One of the most interesting of the hypotheses for this program is this one relating to a flexible structure. The structure, it will be recalled, was sketched out in general outline as early as 1963, refined during the pilot stage of 1964-65, and then filled out in detail between 1966 and 1969. During this time, the Project Staff tried to keep in correspondence with other projects to determine their work and their stage of development. However, correspondence was, at best, sketchy and fragmentary. It was not until the later stages of this Project that production from other projects began to appear. No systematic way of providing for inclusion of other project materials could actually be made since most of the other projects were in progress at the same time as the one in Providence. Thus, this hypothesis could only be examined on an empirical and pragmatic basis at the conclusion of the Project to determine which materials from other projects actually could be used.

The table below lists twenty-six projects that were reviewed in the April, 1970 issue of Social Education. Those indicated with an X represent the projects from which material has been drawn and incorporated into the Providence Project. Sixteen of the twenty-five projects have been used. Thus, it is possible to conclude that this hypothesis is valid and that the Project did provide a sufficiently flexible framework to incorporate other materials without having to redesign the entire rationale.

In addition, the production of games and simulations within the last three years has presented another opportunity to test this hypothesis. Here, again, it has been possible to incorporate certain games and simulations into the instructional materials without having to redesign the program. The following are currently used by the Project:

Consumer (Western Publishers)
Dangerous Parallel (Scott-Foresman)
Democracy (Western Publishers)
Ghetto (Western Publishers)
Management (Avalon-Hill)
Monopoly (Parker)
Simsoc (Macmillan)

The ability of the program to incorporate selected materials from other projects, to include selected current publications, and to incorporate certain of the recently produced games and simulations within the rationale structure seems to be an extremely useful aspect of the program. Further, the plan of having all new

	PROJECTS	GRADE LEVELS												
	Comprehensive Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
	1. Educational Development Center's Social Studies Curriculum Program					C	—	—		C				
X	2. Greater Cleveland Social Science Program	C	C	C	C	C	C	C	C	C	C			
X	3. A High School Social Studies Curriculum for Able Students, Carnegie-Mellon University										C	C	C	C
	4. Project Social Studies, University of Minnesota	C	C	C	C	C	C	C	C	C	C	C	C	C
	5. Providence Social Studies Curriculum Project	C	C	C	C	C	C	C	C	C	C	C	C	C
	6. Taba Curriculum Development Project		C	C	C	C	C	C	C	C				
	Discipline-Oriented Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
X	7. Anthropology Curriculum Project, University of Georgia	P	P	P	P	P	P	P	P	P				
	8. Anthropology Curriculum Study Project, University of Chicago										P	—	—	—
X	9. Basic Concepts in History and the Social Studies											—	P	—
X	10. Committee on the Study of History										P	—	—	—
X	11. Developmental Economic Education Program (DEEP)	P	P	P	P	P	P	P	P	P	P	P	P	P
	12. Development of Economics Curricular Materials for Secondary Schools, Ohio State University										C	—	—	—
	13. ECON 12, San Jose (California) State College													C
	14. Elementary School Economics Program, University of Chicago					P	P	P						
X	15. Experiment in Economic Education, Purdue University		C	C	C									
X	16. High School Geography Project, University of Colorado										C	—	—	—
	17. High School Curriculum Center in Government, Indiana University										C			
	18. Michigan Elementary Social Science Education Program					P	P	P						
X	19. Sociological Resources for the Social Studies (SRSS)										P	P	P	P
	Area-Oriented Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
X	20. Asian Studies Inquiry Program											P/C	—	—
X	21. Project Africa								P/C	—	—	—	—	—
X	22. World Studies Inquiry Series								P/C	—	—	—	—	—
	Special Purpose Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
X	23. Harvard Social Studies Project/Public Issues Series										P	—	—	—
X	24. Law in American Society					—	P	—		P	—		P	P
X	25. The Intergroup Relations Curriculum, Lincoln Filene Center for Citizenship and Public Affairs		P	P	P	P	P	P						
X	26. Materials and Activities for Teachers and Children (MATCH)		P	—	—	P	—	—						

X =Projects from which materials have been drawn by the Providence Social Studies Curriculum Project.

materials pilot-tested in selected classrooms for a period of time prior to inclusion in the listing for all classrooms insures the suitability of materials for the range of pupil ability in the Providence schools.

Hypothesis 5. That it is possible to design and to carry out a strategy to provide for "spread" of curriculum innovations throughout an entire school system in a minimum period of time.

In Section III above, the strategy developed for awareness (C), for in-service (D), and for implementation (F) was described. The strategy for each of these aspects was significant in making it possible to validate the fifth hypothesis. The entire program was conceived, designed, and implemented within a seven-year period for the initial work was undertaken in 1962-63 and the program was fully in effect by 1969-70.

One aspect of implementation should be more carefully noted and that is, the conscious plan of pilot-testing and implementing at various grade levels rather than in an ordered sequence. It might, for example, have been reasonable to develop the primary grade program and implement it first. Rather, the idea of vertical sequencing was rejected in favor of a spaced plan. Thus, the initial pilot-testing in 1964-65 (E-028) was done at grades 4, 6, and 8 since grades 4 and 8 represented critical points in application of the theory of the Project while grade 6 offered an opportunity to work out the theory in conjunction with relatively more convential topics. The next grades to be used for pilot-testing were kindergarten and grade 1 and grade 10. This gave an opportunity to examine carefully the point of initial introduction of social studies using the theory of this Project while grade 10 gave an opportunity to examine the theory at the senior high school level. The spaced plan of pilot-testing and of implementation had other advantages as well since the approach used could then be readily adapted at adjoining grade levels. For instance, the approach used in grade 6 became the basis for developing grades 5 and 7 and, since grade 4 had been already worked out, the development of regional analysis could be undertaken as a consistent approach. By the same means, the development of grades 8 and 10 led to logical, parallel developments in grades 9 and 11. The approach used in kindergarten and grade 1 had parallels for grades 2 and 3. Grade 12 was developed on a thematic basis after the rest of the program had been designed and implemented so that it could reflect the range of knowledge, concepts, and skills that might be assumed to have been acquired by youngsters in the preceding years.

It is possible, now, to identify the time involved in the stages of development. The minimum time involved in going from stage 1 to stage 9 (See diagram 2, p.15 above) was five years. The development of objectives took place in 1962-63 while grades 4, 6, and 8 were fully implemented in 1967-68. For a school system adopting and adapting this program, the process could be accomplished at a minimum in two calendar years. For example, a summer's work

would permit the view of stages 1, 2, 3, and 4 as these are presently worked out by the Providence Project. Also, such a summer's work would permit modification to the local school system. A subsequent academic year would be necessary for stage 5, pilot-testing, at selected levels. A second summer's work would permit stages 6, 7, and 8 to be accomplished with stage 9, implementation, occurring in the following year. It would then be possible in subsequent years to move on to stage 10. Or, if this seemed too fast and too expensive for a school system, the program could readily be adapted over a longer time cycle. The stages are sufficiently discreet that they can be studied and can be applied by another school system.

Crucial to the implementation process was the investment of money in personnel. In Providence, the Project Staff were available for a variety of activities. The staff was available at any time to visit, consult with, and/or demonstrate for any teacher who felt the need for this service. Frequently, principals identified problems and called for assistance. During the process of development there was a conscious effort to involve department heads at the middle, junior, and senior high schools so that they could help with and assume this support role at the conclusion of the project.

Proof of the effectiveness of this support role by the staff was the filling of the post of Supervisor of Social Studies and the retention of two full-time positions at the elementary level, one for grades K-3 and one for grades 4-6 by the City of Providence during the school year 1969-70 and the projected retention of these positions during 1970-71. Principals, who are closest in evaluating this helping service, have endorsed this approach and urged its continuation. A further evidence of the need for this approach to provide support is the response of teachers to in-service experience and their identifying this as valuable and desirable.

Another result of the implementation process is that it yields some estimate of costs. Beyond the developmental stages where costs were carried by the research grant, the City of Providence expended, roughly, $8.00 per capita school enrollment over a three-year period or approximately $2.60 per capita school enrollment per year in order to retool to spread the program. Present estimates are that maintenance costs will run 50¢ to 75¢ per capita school enrollment for the first three years after retooling. This seems to be a reasonable estimate for the school budget as drawn for 1970-71 provides $17,000 for new materials acquisition and for pilot-testing. One other aspect that makes it possible to affirm this hypothesis is the relationship of in-service training to implementation. The Title III grant described above (Section III, D) was an integral part of the implementation process. It provided a broad based introduction to the "new" social studies to a significant number of teachers whose task was to operationalize the theoretical development and the pilot-testing upon a broad base. It brought a large number of teachers face-to-face with the academic specialists at the collegiate level to examine the most up-to-date material and methodology of the social science disciplines. It brought teachers

together on a systematic basis and provided them with an opportunity to look at the social construct of the school and to examine the role social studies education should play in it. It provided those teachers who had pilot-tested, evaluated and re-designed the experimental materials with the opportunity to work with their "peers" and explain the success, failures, processes, etc.. to them in a first-hand manner. It provided a vehicle where all could feel involved in the large task of creating a viable social studies curriculum since all were invited to participate and contribute to an on-going process. The only limitation to involvement was the perception held by the individual of his limitations and energies. The school department has seen the need to continue in-service work and has, therefore, included $6500 in the 1970-71 budget for this purpose.

Perhaps the most significant result of this hypothesis is the commitment of the school department to stage 10 of the process, namely, "continuous evaluating, rewriting, and changing within the basic framework". The opportunity for in-service time and permanent staffing with teachers for support will enable Providence to preserve the immediateness of the program and materials by placing on a rotating basis each grade for continuous evaluation. Through the full-time staff at the elementary level (K-6) and department heads at the secondary level (7-12), pilot-testing of new materials and evaluation of appropriateness can be maintained. It is also perceived as desirable that the social studies program be under constant review by the Social Studies Curriculum Committee (see Section III, C above) and that each grade level be completely reviewed every three years as follows:

Year 1	Grades K,	1	4	7	10
Year 2		2	5	8	11
Year 3		3	6	9	12

One other result that does not fall directly under any of the hypotheses should be noted. This has to do with the impact of the Project on library materials. The Project was planned to provide each classroom laboratory with a basic collection of books, pictures, and other instructional materials. (The current listing of such materials is in the Appendix attachment). Beyond this, however, it was expected that school libraries would provide an important resource for the program. In order to make this relationship explicit, a librarian served on the project staff in the summer of 1968 to review all curriculum guides and resource units, to study the materials provided in the classrooms, and to prepare a set of recommendations for books and materials to be added to school building libraries on a priority basis. In addition, the Project Director and the Assistant Project Director met with the branch librarians of the Providence

Public Library to review the program and its emphases so that the public library and its branches might provide support as well. This did result in participation by the public library in the preparation of certain reading lists as well as in the acquisition of certain materials. Perhaps one of the most significant informal evaluation sources was from the branch librarians who identified the fact that the social studies program had resulted in observably different behaviors on the part of youngsters. The changes noted were that youngsters had better definitions of desired research, had better self-direction in seeking out library materials, and had better skill in using library materials.

The most significant results of the Project have been in the Providence School Department. In short, the following have been built into the Providence School Department operation:

1. Permanent Social Studies Department
   a) Supervisor of Social Studies
   b) Resource Teachers
      1) Primary - K-3
      2) Intermediate 4-6
   c) Status and service of professional value built into secondary department head role - 7-12

2. In-Service - An on-going program encompassing the following:
   a) teacher time for review of curriculum
   b) teacher time for academic course work
   c) teacher time for new teacher orientation

3. The project period (1964-1969) encompassed a time when all social studies classrooms in the school system were equipped and supplied with new materials. This has also resulted in an inventory control system tied to systemwide needs.

4. Evaluation and pilot-testing of new materials has been provided for on an on-going basis.

B. Conclusions. From the results discussed in the preceding section, certain conclusions may be drawn:

1. The Project did demonstrate the validity of most of the hypotheses that had been stated: the theoretical statement resulted in an internally consistent K-12 program; the model for curriculum development did tie a college and school system directly and cooperatively into the process; the frequency of use of all concept statements was determined; the program has demonstrated sufficient flexibility to incorporate ideas and materials from other projects; and the implementation process was carried out in a minimum length of time at, moreover, a reasonable and manageable cost.

2. Many of the outside evaluators expressed concern about the teacher preparation and in-service training component. They saw that this would be extremely important in order for the project to succeed. Teachers, as well, identified the need for greater training and for more staff support.[7] These observations about the need for greater attention to in-service training come in the context of a full-time project staff of five on call for support as well as a week's in-service training[8] for every teacher. Clearly the implications of curriculum revision for in-service training are very great.

3. Two important themes were omitted from the program. Subsequent revisions should give attention to including content dealing (1) with the psycho-social basis of human behavior, individual and collective. (See Dr. Fraser's comments on p. 55 above) and (2) with deviant behavior in its varied aspects (Dr. Hawkes' and Dr. Wilson's comments).

4. There was no significant attack made on the problems of pupil evaluation. This is an area which is of great significance and work is badly needed here. The Project did, however, suggest the possibility of some approaches to the problem. For instance, it may be possible to take the concept statements and relate them to behavioral diagnosis instruments. Or, Dr. James Becker pointed out that "This emphasis in the evaluation sections could easily be changed since there are some excellent ideas in the "suggested activities" and exercises that might rather easily be converted into situations for evaluating skills, revealing attitudes or testing the ability to apply knowledge." Another idea that the staff has discussed is an evaluation through a "suitcase" which might have various objects and realia in it. Pupils might have a set of exercises based on group process and interaction using materials from the "suitcase".

5. It is possible for another school system to adopt and adapt this program without going through all of the early stages in great detail. Its applicability in other school systems was noted by Norris Sanders and Marlin L. Tanck in the April, 1970 issue of Social Education where, in reviewing the Project, they wrote: "It could be used wholly or in part by any school system..."[9] A plan by which a school system could adopt the program, in whole or in part, over a two-year cycle was sketched out in the preceding section, pp. 68-69.

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[7]See conclusion 12, Evaluation: Providence Social Studies Curriculum Project (October, 1969), p. 102.

[8]See report of June 30, 1970 on Bridging the Gap: Social Studies, ESEA (1965), Title III, Project No. 67-03581.

[9]Norris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education (April, 1970), 405.

6. Each of the academic "outside evaluators" expressed concern that the Project give more systematic and explicit attention to the treatment of the methods or workways or ways of thinking of the given discipline. Their collective judgment was that, although the Project did give some attention to this matter, the approach could be more precise, more direct, and, thereby, more readily evaluated. This observation will need to be a part of the on-going process of revision.

VI
RECOMMENDATIONS

The Providence Social Studies Curriculum Project has been a project which examined a curriculum revision idea from the point of its initial inception to its ultimate translation into a program of classroom instruction for an urban school system. It has done this by using a model of college and public school system interaction. In the course of doing this, the program has touched many facets of curriculum development and of school operations. Therefore, the recommendations which follow represent a relatively wide range of concerns.

1. It is recommended that serious consideration be given by some highly placed body such as a joint commission of the National Council for the Social Studies in conjunction with appropriate sectors of the American Council of Learned Societies to the peculiar problems inherent in the pre-service and in-service preparation of teachers who work with social studies. The problems of preparation are complex fundamentally because the social science disciplines from which content and concepts must be drawn are six in number, not one. These fields are also ones in which, in terms of current scholarly production, knowledge is accumulating at a very rapid rate. These fields are, in addition, the ones to which American society looks to provide theoretical and practical solutions to current social problems. The sheer range of information, topics, and knowledge in these six fields certainly compound the problems of teacher preparation.

Beyond the complexity of six disciplines each with its own demands, the issue of preparation is further compounded by the fact that youngsters at a very early level, between kindergarten and grade 2, or between the ages of five and seven, are in contact with almost all of the central concept statements of the social science disciplines. This observation is clearly confirmed by the results of this study. The implication is quite clear, therefore, that teachers working with young children need to be thoroughly grounded in the concept structure of each of the six disciplines.

The task of teacher preparation also must be seen in the spectrum of time. The speed with which American society can ask new or different questions about itself and expect related content to be incorporated into the schools curriculum is amazing. In the span of time of this project, 1966-1969, narcotics and drugs, Viet Nam, Black Studies, and ecology have all emerged in this way. Thus, there is real need to conceive of the preparation of social studies teachers in some systematic way as a process of continuous preparation since no one can be prepared to teach

social studies on the basis of a baccalaureate degree plus a fifth year or master's degree.

Yet still another aspect of the problem is the need for teachers to have some area of substantive depth of knowledge. One danger in social studies preparation is that the program of studies may become a thinly digested smorgasbord of introductory level courses. The issue is how to provide for depth and, at the same time, deal with the need for breadth. One suggestion was made by Dr. Lawrence Senesh at the Houston Meetings of the National Council for the Social Studies in November, 1969 in terms of organizing a sophomore level course in the social sciences called "Knowing and Ways of Knowing." Whether or not this suggestion has merit is something that will need to be examined as well in the next years.

The matter of teacher preparation is one of urgency. It is perfectly obvious that the best curriculum studies, the most exotic pupil materials, the most skillfully designed buildings and classrooms will all be fruitless unless skilled teachers are in the center of the scene, equipped to handle the "new" social studies.

2. It is recommended that Rhode Island College, and this could include comparable colleges in other urban-metropolitan areas as well, accept, as part of its on-going assignment, a commitment to provide staff and space for a continuous program of in-service work for the Providence Public Schools. An institution concerned with the preparation of teachers needs to be as concerned with the issue of preparation for the teacher with twenty years of experience as with the beginning teacher. For Rhode Island College to accept this continuing commitment would result in provision in its budget for staff, for monies, for space, and for certain equipment. In conjunction with this recommendation, it should be noted that, in the spring of 1970, Rhode Island College created the position of Coordinator of Social Studies Education and moved to create a Committee on Social Studies Education to include one elementary social studies specialist, one secondary social studies specialist, one curriculum theorist, one specialist in learning theory, one person from each of the six academic disciplines represented in the social studies, together with the state consultant in social studies, and the supervisor of one of the large school systems. The post and the committee will permit the continuous view of several problems related to teacher preparation: from curriculum development in kindergarten through 12th grade, from pre-service to in-service preparation, from undergraduate through graduate degree programs, from initial classroom contact through more extensive classroom teaching. In short, this machinery will exist to examine content, training, and evaluation. It will also, of course, assist Rhode Island College in fulfilling this recommendation.

3. It is recommended that school systems seriously interested in social studies curriculum revision give primary consideration to the development of a support system for classroom teachers. Diagram 3 above on p.27 outlines a strategy for awareness including support structures. In addition, however, it appears crucial to bringing about classroom change that persons be made available to provide support. The Providence experience suggests that a K-12 view needs to permeate the support system. In addition, it indicates that the best persons to provide support are classroom teachers who are assigned to a role as teacher-consultants. Further, experience indicates that such teacher - consultants should remain on the precise salary basis as if they were full-time in the classroom. This is essential to avoid any appearance that the role of teacher-consultant represents a promotion. It is recommended that full-time support personnel be made available in a ratio of 1 teacher for every 150 teachers handling social studies in a school system. At the secondary level, this ratio can be used or, it may be a bit more efficient to provide for support within each secondary school building. This may be done by freeing and assigning a department head to fulfill this role. The recommended ratio at the secondary level is a reduction in one class teaching assignment for every five full-time social studies teachers working in a building. It should be noted that investment in staff is central to bringing about any change in the classroom. Again, the Providence experience emphasizes the fact that even with a staff support system within these ratios, classroom teachers wished for more support.[1]

4. It is recommended that a major project be funded by the U.S. Office of Education or one of the foundations, perhaps, Carnegie, to work with ETS to develop some approaches to pupil evaluation for the "new" social studies. This need has been emphasized in the analysis on pp. 61-62 above. In the report on the pilot study of 1964-65 (E-028), the following observation was made: "If the major tendency in social studies revision is to link the structure of knowledge of the social science disciplines to the social studies program through the progressive development of a conceptual framework, then we will need instruments which will measure the degree to which an approach is satisfactory." (p. 38) This current Project has demonstrated the feasibility of, at least, one approach to linking concept structures of the disciplines to an instructional program. But what is needed is some approach to providing measurement of student development in the formation of concept structures. Instruments are needed as well for the purposes of diagnosis. In short, this Project indicates the need for instruments to measure a wide range

[1] See conclusion 12 on p. 102 and recommendations 1,3,4,6 on p. 104 of Evaluation: Providence Social Studies Curriculum Project (October, 1969).

of cognitive matters as well as of affective matters. Existing instruments that measure content simply are not adequate.

With the results of several major curriculum development projects available, a well-funded project in evaluation might now be able to be mounted to some reasonable prospect of success. That is to say, the curriculum development projects do yield, in total, some picture of what the "new" social studies ought to be and, now, it should be possible to begin to devise some instruments for analysis and measurement.

In subsequent reworking of the Providence materials, more attention will be given to evaluation issues along the lines suggested by Dr. Dorothy Fraser in her evaluation essay:

> It has already been suggested that functional evaluation, with feedback for enhancing pupil progress, is a generally neglected area in curriculum planning in American schools. Future work on the resource units might well give priority to the development of a range of instruments -- diagnostic exercises, pretests, posttests, check lists, observation scales, opinionnaires, attitude scales, etc. -- that pupils could use for self-evaluation and teachers could draw upon to construct both informal and formal evaluation instruments. Care should be taken to emphasize aspects of learning other than recall of factual information.

But even this process will be considerably enhanced if some major attack is mounted on the larger issues of pupil evaluation and assessment.

5. It is recommended that the Providence Public Schools seek a small research grant from the regional office of the U.S. Office of Education to examine, on a limited basis, the applicability of the Providence Social Studies Curriculum Project to two other sets of pupils who are in the public schools: nursery children or four year olds and children assigned to special education classes. This might be done by examining each of these sets of pupils quite separately. The four-year old is likely to become a direct responsibility of an urban school system within the next decade. Since this is so, attention needs to be given to the social studies program for these young learners especially as it will relate to the kindergarten and primary grades. Youngsters are presently assigned to special education classes for a variety of reasons. These pupils, obviously, need to be studied in relation to the social studies program especially since many of the youngsters have normal ranges of learning potential.

6. It is recommended that the model of public school-college interaction be maintained and adapted to deal with Stage 10 of the process, that is,

"continuous evaluating, rewriting, and changing within the basic framework." This could be done with a modest amount of funding, perhaps $2500 to use a figure, a year to provide monies for consulting services. It is important to keep the interaction between the schools and the college during this stage of continuous revision to be certain that academicians regularly review materials in order to reflect recent research. The initiative for maintaining the model on a continuing basis could come from either the public school system or from the college. The model has demonstrated utility to both institutions.

7. It is recommended that the model of school-college interaction for curriculum development be examined by the regional laboratories of the U.S. Office of Education with a view to determining its applicability to other central city urban school systems. The Providence experience would suggest that the model could be readily adapted to other areas. The judgment of the Project Director is that there can be no national social studies curriculum program along the lines of physics or mathematics or biology; rather, social studies curriculum will, and should, reflect regional and local concerns as well as larger national and world interests. If this be so, then, perhaps, the U.S. Office should consider the strategy of encouraging within each of the 220 standard metropolitan statistical areas in the United States, one college or a consortium of colleges to work with the central city school system to develop an appropriate social studies curriculum. The Providence Project, as has been indicated earlier (see p. 72 above), can be adopted and adapted by any school system in the country. But it is highly desirable, and the Project staff would strongly recommend, that a college or a consortium of colleges be directly and integrally linked to the curriculum analysis and implementation process in cooperation with a public school system. Such a strategy, on the part of the U.S. Office of Education, might have a powerful impact on changing social studies curriculum in the country. This is a recommendation that would need to be translated into cost estimates, of course. It is a recommendation that might be given some attention in guidelines for the use of Title III monies as well.

8. It is recommended that funding for school system based, year-long social studies institutes be specifically included within the EPDA guidelines. Within the next decade, the task of retraining and retooling social studies teachers presently in the classroom to handle the "new" social studies is a task of major proportions. It must be addressed in some systematic way over the next ten years. Evidence is now quite clear that the "seeding" approach of the NDEA Institute model has not

resulted in any significant shift in social studies curriculum across the country. That approach has improved and strengthened individual teachers, to be sure, but it has not generated the sort of change that was initially hoped for.

A year-long social studies institute based upon a school system would have certain strong arguments to support it. It would be possible to utilize portions of two summers, a time of great usefulness for curriculum development and teacher training since most teachers are traditionally free from the normal school duties. It would be possible, during the year, to structure in-service short term programs to deal, for example, with specific instructional strategies or with specific and identified academic content needs or with specific psychological or learning needs. It would provide an opportunity for grouping teachers in terms of the particular aspects they might identify as needed. It would provide a longitudinal dimension to interaction between academicians and classroom teachers on a basis other than formal course work. It might even provide some esprit among social studies teachers! This proposal would call for eight full-time weeks of study to be divided between the two summers plus the equivalent of two four-credit courses during the school year. Stipends for teachers would follow the patterns of EPDA.

This approach on a system-by-system basis, starting with the most complex and the poorest school systems in a given area might represent a way to use public monies to bring about instructional change in classrooms. Again, the parameters of needed content may be deduced from the major social studies projects that have recently been completed and reported. Further, some of the projects have some specific insight into the task of teacher retraining and retooling. For example, the report on the Title III component of the Providence Project (Bridging the Gap: Social Studies, ESEA (1965), Title III, Project No. 67-03581) has numerous suggestions.

9. It is recommended that the Providence Project be adopted in, at least, three other settings in a systematic way to examine the manner in which the model of development, the stages in the process, the materials themselves, and the retraining of teachers would have to be adapted. The success of such adaption of the program in other locations would determine the degree to which it has general usefulness. The three locations suggested are as follows: one central city school system within the United States, preferably not within the northeast; one suburban school system anywhere within the United States; and one school system outside the United States in a country such as Australia or New Zealand or Japan where there has been interest and correspondence.

The suggestion to take the program to a situation outside the United States would give some perception on the degree to which a "world view" could be written in a different cultural context given the set of assumptions used throughout the Providence Project.

10. It is recommended that the Bureau of Research of the U.S. Office of Education give consideration to eliciting a proposal which would seek to use curriculum theory similar to that of the Providence Project, that is, of "integrating disciplines" but, following the suggestion of Dr. Everett K. Wilson, using an anthropology-psychology-sociology core with economics, geography, history, and political science being related to that core. It might be useful to see whether a different core would provide greater utility for developing a social studies program than the geo-historical basis. It would be possible for some investigator to replicate the process of the Providence Project but to use a different theoretical context. It would be useful from the viewpoint of curriculum research to have this approach carefully examined.

REFERENCES

It should be noted that section XII of each of the Curriculum Guides contains "Reference Materials for Teachers" organized under the following headings: Theory of Social Studies Curriculum, Social Science Disciplines, Methods and Approaches to Social Studies Instruction. The materials listed below are those cited in the body of this report.

Blanchard, Walter J., Inner-City Providence: Implications for Education. Providence; Providence Social Studies Curriculum Project, July, 1967.

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Providence College, Data Processing; Programs for Academically Talented in Science, Humanities, and Counselor Services;

Rhode Island College, Survey of Curriculum and Instruction in the Providence Public Schools;

Rhode Island School of Design, Survey and Recommendations: Physical Plant: Public Schools in the City of Providence.

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Moral and Spiritual Values in Public Schools. Educational Policies Commission: Washington, D. C., 1951.

Report from Conference on Social Studies, June, 1962. Providence: Rhode Island College, October, 1962.

Reports of "Outside Evaluators":

Anthropology, Dr. Truman Warner, 16 pages

Economics, Dr. James Calderwood, 9 pages

Geography, Dr. Kermit Laidig, 37 pages

History, Dr. Eugene Asher, 12 pages

Political Science, Dr. John Gibson, 7 pages

Sociology, Dr. Everett Wilson, 17 pages

The Family, Dr. Mary Hawkes, 8 pages

World View, Dr. James Becker, 12 pages

Curriculum Design, Dr. Dorothy Fraser, 14 pages

Sanders, Norris M. and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, Volume 34, Number 4, April, 1970.

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_____, "An Argument for Social Studies," New England Social Studies Bulletin, fall, 1966.

_____, "Geography and History as Integrating Disciplines," Social Education, Volume 28, Number 7, November, 1964.

_____, "History - for What?" New England Social Studies Bulletin, fall, 1963.

APPENDIX A

Concept Statements:

Use and Distributions

ANTHROPOLOGY CONCEPTS

Grade	No. of Gen.	No. of Gen. w/Anthropology	No. of times Anthropology concepts cited	1	2	3	4	5	6	7	8	9
K	17	8	19	1	6	2	2	1	1	1	3	2
1	12	12	33	-	5	4	8	3	7	4	1	1
2	8	8	32	2	4	3	7	1	4	4	4	3
3	8	6	20	-	3	3	1	3	4	2	3	1
4	10	8	14	-	1	1	3	2	6	-	1	-
5	25	11	38	3	5	5	4	6	5	3	5	2
6	17	11	28	-	2	2	5	3	4	4	6	2
7	33	12	24	1	2	2	7	2	3	3	3	1
8-11	17	11	23	1	-	1	6	2	5	2	5	1
12	5	4	6	-	-	-	-	-	1	1	2	2
			TOTAL	8	28	23	42	23	39	24	33	15

Gen. = Generalizations

ECONOMIC CONCEPTS

Grade	No. of Gen.	No. of Gen. w/Economics	No. of times Economic concepts cited	1	2	3	4	5	6	7	8	9	10
K	17	9	29	1	5	5	8	1	3	-	-	2	4
1	12	12	39	12	9	9	4	5	1	2	2	2	3
2	8	8	47	8	7	3	6	3	4	1	6	5	4
3	8	8	32	2	2	4	1	2	5	5	4	2	5
4	10	6	13	2	2	2	-	-	5	-	-	1	1
5	25	10	44	4	4	3	4	2	6	4	5	7	5
6	17	12	56	6	5	5	7	5	6	4	5	6	7
7	33	20	59	8	6	7	8	1	8	7	5	3	6
8-11	17	9	19	3	2	4	1	1	2	2	3	-	1
12	5	2	4	-	-	2	-	-	-	-	-	-	2
			TOTAL	46	42	44	39	20	40	25	30	28	38

Gen. = Generalizations

GEOGRAPHY CONCEPTS

Grade	No. of Gen.	No. of Gen. w/Geography	No. of times Geography concepts cited	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
K	17	6	17	-	-	-	-	-	1	-	3	2	2	2	-	2	2	-	2	-	-	-	-	1
1	12	11	47	1	-	3	-	1	3	1	3	3	4	8	9	-	2	-	8	1	-	-	-	-
2	8	6	90	0	0	1	0	3	5	4	5	8	8	8	8	6	6	1	8	1	4	5	2	7
3	8	8	44	0	0	0	0	0	5	0	1	0	2	2	4	4	4	5	4	2	3	3	2	3
4	10	10	21	-	-	2	-	-	1	-	-	4	2	2	1	1	2	1	3	2	-	-	-	-
5	25	21	65	-	1	4	-	3	3	-	2	4	4	5	5	7	10	3	5	3	1	-	2	3
6	17	16	66	-	1	3	1	3	4	-	3	1	1	8	7	6	5	3	7	3	2	1	3	4
7	33	30	113	1	1	7	-	6	9	4	7	6	3	10	11	9	7	6	10	4	3	3	3	3
8-11	17	12	35	1	1	1	0	1	3	0	2	3	1	5	1	2	4	1	3	3	0	0	2	1
12	5	4	9	-	-	-	-	-	-	-	-	2	-	2	1	-	-	1	-	-	1	-	1	1
			TOTAL	3	4	21	1	17	34	9	26	33	27	52	46	37	42	21	50	19	14	12	15	23

Gen. = Generalizations

HISTORY CONCEPTS

Grade	No. of Gen.	No. of Gen. w/History	No. of times History concepts cited	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
K	17	4	9	2	2	1	-	-	2	-	1	1	-	-	-	-	-	-
1	12	8	16	3	3	1	-	1	2	-	-	-	2	2	-	2	-	-
2	8	8	30	7	4	2	0	4	5	0	0	0	2	1	1	4	0	0
3	8	8	19	2	0	0	0	2	2	2	2	0	3	0	3	3	0	0
4	10	6	27	2	-	-	-	4	4	2	1	2	4	4	1	3	-	-
5	25	17	71	3	2	4	2	2	10	11	6	-	8	9	7	5	1	1
6	17	13	57	2	2	2	2	4	7	9	5	2	6	4	5	6	1	-
7	33	22	104	9	1	1	6	9	14	10	8	1	10	10	4	14	6	1
8-11	17	16	76	2	3	2	6	11	7	5	6	8	7	4	5	4	4	2
12	5	5	10	-	-	-	-	1	1	-	1	1	2	-	2	2	-	-
			TOTAL	32	17	13	16	38	54	39	30	15	44	34	28	43	12	4

Gen. = Generalizations

POLITICAL SCIENCE CONCEPTS

Grade	No. of Gen.	No. of Gen. w/Political Science	No. of times Political Science concepts cited	1	2	3	4	5	6	7	8
K	17	3	4	3	-	-	-	-	-	-	1
1	12	2	5	2	-	-	-	1	-	1	1
2	8	8	30	8	6	4	8	4	0	0	0
3	8	7	40	4	3	6	4	7	6	6	4
4	10	3	3	-	-	-	-	1	-	2	-
5	25	7	26	3	2	2	2	4	3	4	6
6	17	10	23	2	1	2	3	4	2	4	5
7	33	11	23	5	1	3	1	2	1	1	9
8-11	17	11	25	4	3	5	2	7	3	1	0
12	5	8	5	1	-	1	-	3	1	1	1
			TOTAL	32	16	23	20	33	16	20	27

Gen. = Generalizations

SOCIOLOGY CONCEPTS

Grade	No. of Gen.	No. of Gen. w/Sociology	No. of times Sociology concepts cited	1	2	3	4	5	6	7	8	9	10
K	17	16	45	10	8	3	4	2	-	4	6	3	5
1	12	12	46	8	6	-	3	3	3	4	8	3	8
2	3	3	45	3	5	8	5	1	1	5	3	7	2
3	8	5	26	5	5	4	0	0	2	1	4	3	2
4	10	5	8	2	1	1	-	-	-	-	-	1	3
5	25	12	48	8	7	2	4	2	3	2	3	6	9
6	17	9	24	2	3	-	2	2	2	2	-	5	6
7	33	12	23	2	4	-	1	1	1	5	-	1	8
8-11	17	12	29	6	5	2	-	1	1	4	4	2	4
12	5	4	5	-	-	-	-	-	1	1	-	-	3
			TOTAL	51	44	20	19	12	14	28	28	31	59

Gen. = Generalizations

APPENDIX B

Dissemination Activities

1. Mail Inquiries

State	System	School	Individual	College or University
Alabama	2	-	2	1
Alaska	-	-	1	-
Arizona	2	1	1	1
Arkansas	1	-	-	1
California	8	24	14	13
Colorado	3	4	2	2
Connecticut	8	14	4	5
Delaware	2	2	-	-
Florida	3	2	3	5
Georgia	2	2	4	7
Hawaii	1	-	1	1
Idaho	2	-	-	-
Illinois	16	14	10	14
Indiana	3	4	2	7
Iowa	6	4	1	5
Kansas	5	1	1	2
Kentucky	1	1	-	-
Louisiana	1	-	1	-
Maine	-	1	2	-
Maryland	10	2	2	2
Massachusetts	12	16	17	10
Michigan	14	7	11	10
Minnesota	7	10	1	11
Missouri	2	2	-	2
Mississippi	-	-	-	-
Montana	-	2	-	-
Nebraska	2	3	1	2
New Hampshire	2	2	1	-
New Jersey	8	20	4	4
New York	19	20	27	24
New Mexico	1	-	1	-
Nevada	2	-	-	-
North Carolina	3	-	1	2
North Dakota	-	-	-	-
Ohio	7	6	7	11
Oklahoma	1	-	1	-
Oregon	1	4	-	2
Pennsylvania	15	15	9	10

Rhode Island	1	4	1	2
South Carolina	-	-	-	-
South Dakota	1	1	-	1
Tennessee	4	-	2	2
Texas	9	2	6	4
Utah	1	4	1	4
Vermont	2	2	1	1
Virginia	2	3	2	1
Washington	7	1	3	3
Washington, DC	-	-	2	1
West Virginia	2	-	-	-
Wisconsin	4	3	3	6
Wyoming	2	3	3	-
American Schools Overseas	-	4	-	-
Australia	4	-	-	-
New Zealand	1	-	-	-
Canada	2	4	2	7
Guam	1	-	-	-
Japan	-	-	1	1

2. Rhode Island

City of Providence:
Education Committee of Greater Providence Chamber of Commerce
Providence Public Library Staff
Providence School Committee
PTA Units and PTA Council (over 90% of units)

Colleges:
Brown University (MAT education classes)
Providence College (graduate classes in education)
Salve Regina College (student teachers)
University of Rhode Island (newspaper workshop)

Commissioner's Committee on Social Studies:
Both Dr. Shinn and Mr. Driscoll served on this committee on the recommendation of Mr. Ralph Lataille, Consultant in Social Studies, R.I. State Department of Education and by the appointment of Dr. William Robinson, Commissioner of Education. Ideas and findings of the Providence Project were shared with this committee and, to some degree, helped influence its report.

Rhode Island College:
EPDA Training Program (summer, 1969)
Faculty Colloquium (April, 1969)
Graduate courses in Curriculum, Elementary Education, Secondary Education, and Social Studies (each term some one of these)
Henry Barnard School Parent's Association (November, 1968)
Invitational Discussion on paper prepared by Dr. Shinn: "Preparation of Social Studies Teachers" (January, 1970)
Undergraduate Practicum Classes in Social Studies (each semester)

Rhode Island School Systems:
All 43 school systems have been contacted by the Project in some way. Several have asked for special presentations or consultant time: Barrington, Cranston, Johnston, Newport, Portsmouth, Warwick, West Greenwich-Exeter, Woonsocket

3. Out-of-State Presentations - Sharing of Information

School Systems:
Attleboro, Massachusetts
Boston, Massachusetts
Fairfax County, Virginia
Mansfield, Massachusetts
New Bedford, Massachusetts
Rehoboth, Massachusetts
Walpole, Massachusetts
Wheaton, Massachusetts

Funded Title Projects:
Newburyport, Massachusetts
Regional Project, Spoke, Massachusetts
The Education Council, Mineola, New York
West Springfield, Massachusetts
West Virginia, Randolph County

Colleges:
Iona College, New Rochelle, New York

4. Professional Associations

Exhibits:
ASCD National Meeting 1968, 1969, 1970
NCSS Annual Meeting 1968, 1969
Northeastern NCSS Meeting 1970

Presentations:

1968 October, Southern New England Reading Association - 1 session
November, National Council for Social Studies - 2 sessions
November, Massachusetts Education Association - 1 session

1969 January, Southeastern New England, "Invitational Conference on the Providence Project," Rhode Island College - entire program
February, Rhode Island ASCD - panel
October, Southern New England Reading Association
November, National Council for Geographic Education - 1 session
November, Southeastern New England Conference on Education and the Visual Arts, Rhode Island School of Design - 1 session

1970 April, Northeastern National Coucil for the Social Studies, Boston - 1 session
May, New England History Teachers Association and Rhode Island Social Studies Association, Brown University - entire program

APPENDIX C

PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT
List of Materials

Book No.	Item	Title	#Pages
1	Curriculum Guide K-3	NEIGHBORHOODS	47
2	Grade K-Resource Units	The Family-Functions and Patterns	22
3	Grade 1-Resource Units	Man's Basic Needs	37
4	Grade 2-Resource Units	Analysis of Neighborhood Patterns	37
5	Grade 3-Resource Units	Analysis of Community	70
6	Curriculum Guide 4-7	REGIONS	66
	GRADE 4 - A TYPE STUDY OF REGIONS		
7	Resource Unit I	Overview	7
8	Resource Unit II	The Nature and Characteristics of Metropolitan Regions	29
9	Resource Unit III	Regions of Extractive Economic Activities	19
10	Resource Unit IV	Regions of Manufacturing Activity	12
	GRADE 5 - AN ANALYSIS OF ONE CULTURE REGION - THE UNITED STATES AND CANADA: A CULTURAL COMPLEX		
11	Resource Unit I	Overview	15
12	Resource Unit II	Physical Characteristics	19
13	Resource Unit III	The People and Their Movement Over the Land	45
14	Resource Unit IV	Economic Development	32
15	Resource Unit V	Social Development	34
16	Resource Unit VI	Government and International Relations	20

Book No.	Item	Title	#Pages
	GRADE 6 - A COMPARISON OF TWO CULTURE REGIONS: AFRICA AND LATIN AMERICA		
17	Resource Unit I	Overview	8
18	Resource Unit II	Ethnic Backgrounds and Cultural Factors	27
19	Resource Unit III	Physical Characteristics	22
20	Resource Unit IV	Economic Development	51
21	Resource Unit V	Social Development	32
22	Resource Unit VI	Governmental Systems	27
	GRADE 7 - STUDIES OF THREE CULTURE REGIONS: SOUTHEAST ASIA, WESTERN EUROPE, AND THE SOVIET		
23	Resource Unit I	Overview	13
24	Resource Unit II	Southeast Asia	55
25	Resource Unit III	Western Europe and Soviet Culture Region	63
26	Resource Unit IV	Western Europe and Soviet Culture Region	44
27	Curriculum Guide 8-12	CIVILIZATIONS	60
	GRADE 8 - A STUDY OF CONTEMPORARY CIVILIZATIONS		
28	Resource Unit I	Overview	10
29	Resource Unit II	East Asian Civilization	39
30	Resource Unit III	Muslim Civilization	28
31	Resource Unit IV	Greek Civilization (Classical) (An Optional Study)	26

Book No.	Item	Title	#Pages
		GRADE 9 - A STUDY OF CONTEMPORARY CIVILIZATIONS	
32	Resource Unit I	Indian Civilization	27
33	Resource Unit II	Western Civilization	79
34	Resource Unit III	Towards a World Civilization?	18
		GRADES 10 & 11 - AMERICAN STUDIES	
35	Resource Unit I	Geography and Territorial Growth in the United States	27
36	Resource Unit II	Development of Society in the United States	61
37	Appendices	Resource Units I and II	48
38	Resource Unit III	The Development of the United States' Economic System	75
39	Resource Unit IV	United States' Political Development	38
40	Resource Unit V	United States in the Contemporary World	20
		GRADE 12 - ISSUES IN CONTEMPORARY SOCIETIES	
41	Resource Units	Development Issues	77
42	Resource Units	Power Issues	40
43	Resource Units	Social Issues	56

Appendix D

List of Personnel Directly Involved

Providence Social Studies Curriculum Project
1962 - 1969

Steering Committee

In the spring of 1962, Superintendent James L. Hanley appointed a Steering Committee to coordinate curriculum revision in the schools. This committee approved and acted upon the recommendations of its sub-committee on social studies until it ceased to exist in 1965. The following were members:

NAME	TITLE*
Bernard J. Buonanno	Supervisor of Guidance
H. Gertrude Coleman	Supervisor - Elementary Department
Doris V. Hazelhurst	Supervisor - Elementary Department
Louis I. Kramer	Principal - Mount Pleasant High School
William Macdougald	Principal - Classical High School
William H. Gannon	Principal - Williams Junior High School
Max I. Millman	Principal - Bishop Junior High School
Anthony J. Russo	Director of Curriculum
Dr. Catherine Casserly	Supervisor - Junior High

Social Studies Committee

In September 1962, the committee first met with the following people: (years indicate period served)

Donald J. Driscoll, Chairman	Assistant Principal, Nathan Bishop 62-69
Rosemary F. Carroll	Classical 62-64
Anna C. Dowling	Hope 62-65
James P. Crowley	Mount Pleasant 62-65
Mary J. Gladhill	Gilbert Stuart 62-66
James G. Dolan	Nathan Bishop 62-66
Mary A. Lynch	Nathanael Greene 62-67
Mary B. Banigan	Oliver H. Perry 62-65
Maurice E. Tobin	Roger Williams 62-64
Elizabeth M. Kelley	Principal, Fox Point 62-69
Thomas J. McDonald	Principal, Regent 62-69

*All Titles in this section of the report indicate position held by the person at his initial stage of involvement.

This committee has met continuously and has been the decision-making board for the Providence Social Studies Curriculum Project which it funded through Rhode Island College. Dr. Shinn was selected by this committee to act as its consultant after interviews were held with several other prominent persons in the area of Social Studies in the Rhode Island area. Membership in this committee has changed because of changes in assignment, retirement, and death. Persons serving or who have served who do not appear on the original list are as follows:

Paul Gleason		Classical 64-69
Anna O'Connor		Hope 65-69
Anna Hawthorne		Mount Pleasant 65-69
Patricia Houlihan	Grade 2	Vineyard 67-68
Gloria Rocchio	Grade 4	Groad 67-69
Lucy DiSarro	Grade 4	Veazie 67-69
Margaret Bresnahan	Grade K	Nelson 67-69
Joyce Stevos		Williams 67-69
Edward Smith		Greene 67-69
John Usher		Stuart 67-69
Matthew Smith		Central 67-68
Arthur Zarella		Central 68-69
Anthony Vernaglia		

These two boards, the Steering Committee and the Social Studies Committee K-12, have acted upon and approved all of the recommendations which have grown out of the Providence Social Studies Curriculum Project. This has been a very complex time-consuming process which has involved hours of meetings and untold hours of evaluation on the part of the individuals.

Pilot Study 1964-1965

This study was conducted under a grant from the United States Office of Education. The evaluations of the results made by the teachers who conducted the study were forwarded to the federal government and to the controlling committee. The results were positive and the federal government recommended and provided the financing for continued development and implementation of the program. Both the Social Studies Committee and the Steering Committee approved the implementation of this program. The significant aspect of the study in 1964-1965 was the pupil and teacher participation.

In the summer of 1964 the following persons were employed full time for eight weeks to prepare the groundwork for the study during the next year.

Name	School Assignment
Claire Andrews	Group Leader, Grades 1-3 Edmund W. Flynn
Mary Banigan	Coordinator, Curriculum Office
Jean Cahill	Grade 3, Joslin Street
Raymond Creegan	Cooperating Instructor, Grade 5, Vineyard
Lucy DiSarro	Grade 4, Veazie Street Cooperating Instructor
John Fay	Social Studies, Grades 7-9 George J. West
Robert Hackett	Social Studies, Grades 7-9 Esek Hopkins
Ronald Karnes	Grade 6, Laurel Hill Avenue
Anne Kiberd	Chairman, Social Studies, Central High School
Thomas McDonald	Principal, Regent Avenue
Lucia Perrotti	Grade 5, Gilbert Stuart
Edith Silva	Grade 4, Thomas A. Doyle

The following consultants were employed for the year 1964-1965.

Name	Title	Function
John E. Browning	Assistant Professor of History, RIC	Consultant for development of concepts in history; resource person in summer, 1964 for ideas on Muslim Civilization.
Ara Dostourian	Instructor in History, RIC	Consultant for development of 8th grade teachers using experimental materials.
Smira Ghawaby	Graduate Student, Brown University	Lecturer on Egypt to 6th grade classes using experimental materials.
Lawrence W. Lindquist	Associate Professor of Anthropology, RIC	Consultant for development of concepts in anthropology.

Kenneth E. Lundberg	Associate Professor of Economics, RIC	Consultant for development of concepts in economics; consultant in development of economic content in 4th and 6th grade resource units.
Adeli Nadchuko	Undergraduate Student, Brown University	Lecturer on Nigeria to 6th grade classes using experimental materials.
The Rev. George McGregor, O.P.	Director, Testing center, Providence College	Scoring and sorting selected tests.
Kenneth Munroe	Visiting Lecturer, Programmer, Providence College	Developed program for and scored Attitude Survey.
Armand I. Patrucco	Assistant Professor of History, RIC	Consultant for development of 8th grade materials on East Asian Civilizations.
Allen B. Smith	Director, Educational Services Center, RIC	Secure, score, and sort STEP and IOWA tests.
David Warren	Associate Professor of Political Science, URI	Consultant for development of concepts in political science.
Marion I. Wright	Professor of Geography, Rhode Island College	Consultant for development of concepts in geography; consultant for development of materials on Africa.

The following teachers were released full time to prepare materials to be used in pilot classes.

Edith Silva	Grade 4
Lucia Perrotti	Grade 6
John Fay	Grades 8 & 9
Mary Banigan	Grades 8 & 9

The following teachers participated with their classes in this program:

Grade 4	
Mary Duffy	Camden Avenue
Patricia Houlihan	Joslin Street
Mary McCarthy	Veazie Street

Grade 6	
Katheryn Cunningham	Lexington
Catherine Hayes	Fogarty
Marie Oatman	Broad Street

Grade 8-9	
Lola Asti	Roger Williams
Donald McKiernan	Stuart
Donald Reagen	Perry

These teachers used the materials prepared by the full time persons listed above. Together they rewrote and evaluated their experiences on a weekly basis.

Implementation Phase 1966 to Present

The Social Studies Committee continued in its direction of the work. Teachers were released full time to develop materials and to organize the pilot testing and implementation of the program.

As grades were pilot tested, a representative group of teachers was employed to work with the curriculum assistants in evaluation of the program. Only when those teachers agreed that the materials were teachable was implementation attempted. The teachers who were involved in developing the materials were also employed in an in-service program to introduce the teachers at their grade levels to the program. The full time staff provided support during the teaching year and arranged for the exchange of information.

Full Time Persons (Curriculum Development Assistants)

K. Claire King	K-3	1966-1969
Marie Oatman	4-6	1966-1969
Patricia Langevin	Jr. High	1966-1969
Louis Simonini	Sr. High	1966-1969

Part Time Persons Summer 1967

Patricia Houlihan	Grade 4

Pilot Programs 1967-1968

Grade K

Dr. Martin Luther King Jr.
- Eleanor Skenyon (Mrs.)
- Sadie Seaton (Mrs.)
- Joan MacManus

Veazie
- Joan Harlow
- Erin Kelley

Summit
- Doris Doran

Howland
- Dolores McCarthy

Grade 1

Dr. Martin Luther King Jr.
- Caroline Coutanche
- Mollie Fishbein (Mrs.)
- Patricia Barry
- Roberta Nachbar (Mrs.)
- Judith Steiner

Rosemary Manson (Mrs.)
Jane Moser (Mrs.)

Veazie
- Jacqueline Lisa (Mrs.)
- Martha McGowan

Grade 5

Lexington
- Judith Gallucci

Regent
- Anne Silvestri

Joslin
- Jean Cahill

Grade 10

Hope
- Janice Sly

Mount Pleasant
- Sally Thibodeau

Grade 7

Roger Williams
- William Nicynski

Nathan Bishop
- Elaine Temkin (Mrs.)

Esek Hopkins
- Donald Schmidt

Evaluation

Spring 1967-1968

- Walter Blanchard — Henry Barnard
- Joyce Stevos — Roger Williams
- Judith Kandell — John Howland
- Warren Rouke — Vineyard
- Katherine Cunningham — Lexington
- Elizabeth McCaffrey — Fox Point
- Marcia Reback — Veazie

Summer of 1968

Joyce Stevos	Grades 8 & 9
Wendy Tuller	Elementary Librarian

Consultants to the Project 1967-1969

Dr. John Browning	History, Rhode Island College
Dr. Sarah Curwood	Sociology, Rhode Island College
Dr. Lawrence Lindquist	Anthropology, Rhode Island College
Dr. Kenneth Lundberg	Economics, Rhode Island College
Dr. Armand Patrucco	Far East, Rhode Island College
Dr. Victor Profughi	Political, Science RIC
Dr. Carmella Santoro	American Civilization RIC
Prof. Marian Wright	Geography, Rhode Island College

At the implementation phase of this program, the in-service aspects of the program were built around evaluation and feedback. The vast number of teachers who participated makes it impossible to list by name. The part of this report dealing with in-service will give an accurate reflection of the numbers involved.

Pilot Programs 1968-1969

Grade 2

King

Elizabeth Hodgkinson
Jane Moser (Mrs.)
Sylvia Johnson (Mrs.)
Patricia McWey
Olive Forbes
Nathalie Price (Mrs.)
Ruby Duffie

Marino

May Beagan

Flynn

Eileen Farrelly
Madeline Choquette
Josephine Fidrych
Bessie Lyons

Veazie

Gertrude Geddes (Mrs.)
Katherine Flynn

Grade 3

King

Gertrude Goodman (Mrs.)
Mary Jennings (Mrs.)
Margaret Hetherman (Mrs.)
Mollie Sindle (Mrs.)
Meredith Costa (Mrs.)
Pamela Gasbarro
Iris Marks (Mrs.)

Flynn

Sarah Keffe (Mrs.)
Mary Lyons
Angela Ionata (Mrs.)
Barbara Cavas

Regent

Meredith Thayer
Veretta Jungwirth (Mrs.)

Grades 10 & 11

Mount Pleasant

Sally Thibodeau

Hope

Janice Sly

Central

Sidney Feldman

Summer 1969

Rewrite Grades 10 & 11 part-time

Sally Thibodeau	Mount Pleasant
Janice Sly	Hope
Sidney Feldman	Central

Unit Development Black Materials

Joyce Stevos	Williams
Charles Dowd	Central
Ben Cherri	Bishop
Elaine Temkin	Bishop
Patricia Eagan	Bishop
John Usher	Gilbert Stuart
Herbert Woodell	Gilbert Stuart
Peter Gay	Gilbert Stuart
Harold Aust	Perry
Neil Materra	West
Bruce Cambio	Mount Pleasant
Nicholas Christopher	Mount Pleasant
Joseph Styborski	Bridgham
Peter Simmons	Greene

Preparation of 12th grade elective materials

Arthur Zarrella	Central
Anna Hawthorne	Mount Pleasant
Bruce Cambio	Mount Pleasant
Anna Castaldi	Bridgham

All of the people mentioned above responded to notification which went to all teachers in the system inviting them to take part.

The in-service opportunities during the years 1968 and 1969 again involved many many people, far too numerous to list, but the section of the report dealing with in-service education will give a numerical breakdown by school.

At the present time, Fall, 1969, all classes K-9 have been implemented using the newly developed program. The only exception is grade 9 at Classical High School. Pilot programs are continuing for grades 10 & 11 as follows:

Central
Sidney Feldman
Philip Ferrara
Robert Real
Richard George

Mount Pleasant
Charlotte Abood
Rosemary Dean
Sally Thibodeau
Michael Tudino

Hope
Robert Cotnoir

Miss Mary Dee and Miss Marcia Reback are providing full time support to teachers K-6.

APPENDIX E
STATEMENT ON ATTACHED MATERIALS

In addition to the materials included in the preceding appendices, there are four additional sets of materials that, because of their sheer bulk, are included as separate attachments. These separate attachments are on five copies of this report as submitted to the U.S. Office of Education and on two copies of this report deposited in the James P. Adams Library of Rhode Island College.

The following materials are in the attachments to the appendix:

1. Curriculum Guides and Resource Units. In Appendix C above, the titles of the forty-three curriculum guides and resource units are listed together with the length of each booklet. These guides and units comprise a major part of the tangible production of this project. So long as they are available, guides and resource units are being distributed at cost, in various combinations, through the Rhode Island College Bookstore. The entire set costs $52.80.

2. Inner-City Providence: Implications for Education. This is a study that was commissioned by the Project Director in the summer of 1967. It was written by Mr. Walter J. Blanchard, Assistant Professor of Social Foundations of Education, Rhode Island College. The study is forty-seven pages in length and is based upon materials derived from the 1960 federal census as well as from certain studies undertaken by Progress for Providence, the OEO agency for the city. In the introduction to the study, the Project Director wrote:

> In the last 15 or 20 years, the pupil population of the Providence Public Schools has undergone a great transformation and this has occurred, moreover, at a time when most Americans have been searching out an appropriate style of life for an urbanized, industrialized society. As upper and middle income people have increasingly moved out of the city or have sent their children to private or parochial schools, the city schools find themselves dealing with youngsters from inner-city neighborhoods, youngsters classed as "disadvantaged." Many teachers have brought to this change a judgmental, resentful attitude and, frankly, have found it desirable to leave the Providence schools or hope for early retirement.
>
> Therefore, it has seemed important to me and to the staff... that we assemble such data as are available about the City of Providence and especially its inner-city neighborhoods so that staff, teachers, and community leaders can think together about the implications of these data for schools and for education. Certainly, of all the

> subject fields, social studies has maximum potential to contribute to improved understanding of the social setting in which teaching and learning actually take place. (p.1)

The study includes maps, tables, and summary descriptive statements about each of the eight inner-city neighborhoods. The study has been used in various ways: During the in-service training sessions as a basis for discussion with community leaders (See section III, D above); as a vehicle for helping teachers to assess their own value systems (See section IV above); an as an informational source for various topics of classroom work, especially in the 4th, 10th, and 12th grades.

3. Evaluation: Providence Social Studies Curriculum Project (October, 1969). This evaluation study was contracted by the Project to Dr. Myron Nalbandian and his research staff of Progress for Providence, the city's OEO agency. The study includes 106 pages of text together with 20 pages of appendix. The study is organized into an introduction and eight sections: I. Student Questionnaire, II. Teacher Questionnaire, III. Social Studies Teacher General Evaluation of Social Studies Program, IV. Classroom Observation, V. Comparison of Classroom Evaluation and Pupil Attitude Intelligence Rating, VI. Summary and Conclusions, VII. Recommendations, VIII. Appendix. The Appendix includes copies of all the instruments that were used during the course of the evaluation study. In the introduction (pages 1,2), the evaluation team described the particular emphases of the evaluation study as follows:

> The objectives of the three-year study, and the aims of the total social studies program of the Providence Social Studies Curriculum Project as cited in the study were used as the bases for extracting more specific goals of the program which might be described as follows: 1) Small group work within classes; 2) Individual research and library work by the student; 3) Cross-cultural studies; 4) Relevance of the subject matter of the curriculum to the real life of the student; 5) An interdisciplinary approach which points out various facets of a problem; 6) The wide use of a spectrum of materials and resources; and 7) The elimination of a single educational methodology as the only approach to learning. In sum, the program aims at creating new organizational patterns for the social studies program, and utilizing new types of materials and teaching methods which will foster the types of teacher-pupil relationships which are most conducive to an optimum learning environment for the child.
>
> The goals of the study itself are more or less structured by the goals of the program, and may be summarized as follows: 1) Do students perceive a difference between the new curriculum and

the traditional; 2) Has the program changed the attitudes of students toward the school in general, and the social studies program in particular; 3) Have teacher attitudes been changed regarding a) Student abilities, b) Classroom procedures, c) The subject matter of the social studies, and d) Methods used in teaching social studies; and 4) Has the program effected changes in classroom procedures in the areas of a) Student activities such as research, group work, relationships among students, and independence in working, b) Approach to subject matter such as elimination of text and the use of different approaches, and c) Teacher-pupil relationships in general.

The study design was planned in the following manner (pages 3-4):

The universe of this study consisted of all classes in grades 6 through 9 which are participating in the new social studies program in the Providence public schools. The sample was stratified by the number of classes in each grade, and the within grade sample was drawn using the Rand Corporation Table of 1,000,000 random numbers. This final sample yielded 25 classes with about 650 students in the Providence public schools. The lower grade limit of the sample was determined on the basis of the ability of students to handle the research instruments in a meaningful manner during the pretesting procedure of the study. The upper grade limit was a function of the fact that all students above grade 9 had not been exposed to the new social studies curriculum.

In addition to the above experimental group of the study, a control group was established using the same sampling procedure as above. The control group consisted of matched social studies classes from an urban school system outside of Providence which had not been exposed to the new social studies curriculum. The control group consisted of 9 classes with about 200 students.

Three sets of instruments were used in the study, each of which was developed by the study staff. The first set was designed to obtain data on pupil reactions to the social studies curriculum project, and consisted of an attitude measurement instrument of 44 questions, and a series of associative concepts called a semantic differential. These instruments are presented in the Appendix pages i - iv. The second set served to measure teacher attitudes and evaluations of the social studies curriculum, and consisted of a structured attitude questionnaire and a relatively open-ended schedule designed to obtain teacher opinions of the success or failure of the project and some of the reasons behind the teacher's opinions. These are in the appendix, pages viii. - x. and xi. - xii. respectively. Finally, two classroom observation schedules

were developed to structure the analysis of classroom environment and activity. This is on pages xvii. - xx. of the appendix.

All tests were administered by the study staff in the presence of the classroom teacher. Classroom observations were made by three independent observers, studying the class at the same time. These classroom observations were then correlated with each other and related to other elements of the evaluation.

Teachers whose classes fell within the study sample were identified to provide relationships among the study variables. Further, for all students in the experimental group an I.Q. score and a reading level score were obtained and matched with the student.

The results and conclusions reached by this study have been described in Section V, A above.

4. Inventory Distribution Sheets. Inventory distribution sheets for all grades from kindergarten through grade 11 are included in the appendix attachment. These are organized to make it possible for the Supervisor of Social Studies or the social studies staff to record and distribute complete classroom laboratories, as described in Section III, F above. Each sheet is organized in the same manner to identify the items for books, equipment, study prints and pictures, and such other materials included in the classroom laboratory. As an example of the way in which the sheet is organized, the sheet for kindergarten is reproduced below:

Grade K
School_____
Room_____

SOCIAL STUDIES DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS

September 1, 1970

Item - Books	Publisher	Author	Number per Laboratory	Number in Classroom	To be Ordered
Curriculum Guide K-3	PSSCP		1		
Resource Unit - The Family	PSSCP		1		
How Doctors Help Us	Benefic	Meeker	1		
How Families Live Together	Benefic	Provus	1		
How Hospitals Help Us	Benefic	Meeker	1		
How People Earn and Use Money	Benefic	Stanek	1		

How Schools Help Us	Benefic	Meeker	1		
How We Celebrate Fall Holidays	Benefic	Banks	1		
How We Celebrate Spring Holidays	Benefic	Banks	1		
My Family and I	Benefic	McCall	1		
My Friends and I	Benefic	McCall	1		
You Visit a Fire Station and Police Station	Benefic	Meshover	1		
Your School and Neighborhood Teacher	Ginn	Tiegs Adams	1		
Squares are not Bad	Golden	Salazar	1		
Families and Social Needs Teacher	Laidlaw	King Brachen	1		
People at Home Teacher	Laidlaw	King Brachen	1		
Fun Around the World	Silver Burdett	Scarry	1		
Schools Around the World	Silver Burdett	Scarry	1		
Work Around the World	Silver Burdett	Jackson	1		
Families at Work Teachers Resources	SRA	Senesh	1		
Item - Pictures - Globe					
Picture Packets					
Children Around the World	Cook		1		
Holidays	Cook		1		
Home and Community Helpers	Cook		1		
My Community	Cook		1		
Pictures					
Earth, Home of People	Silver Burdett		1*		
Manual			1		
Globe	Benefic		1		

*1 set per building to be shared